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This Issue Completes the Volume

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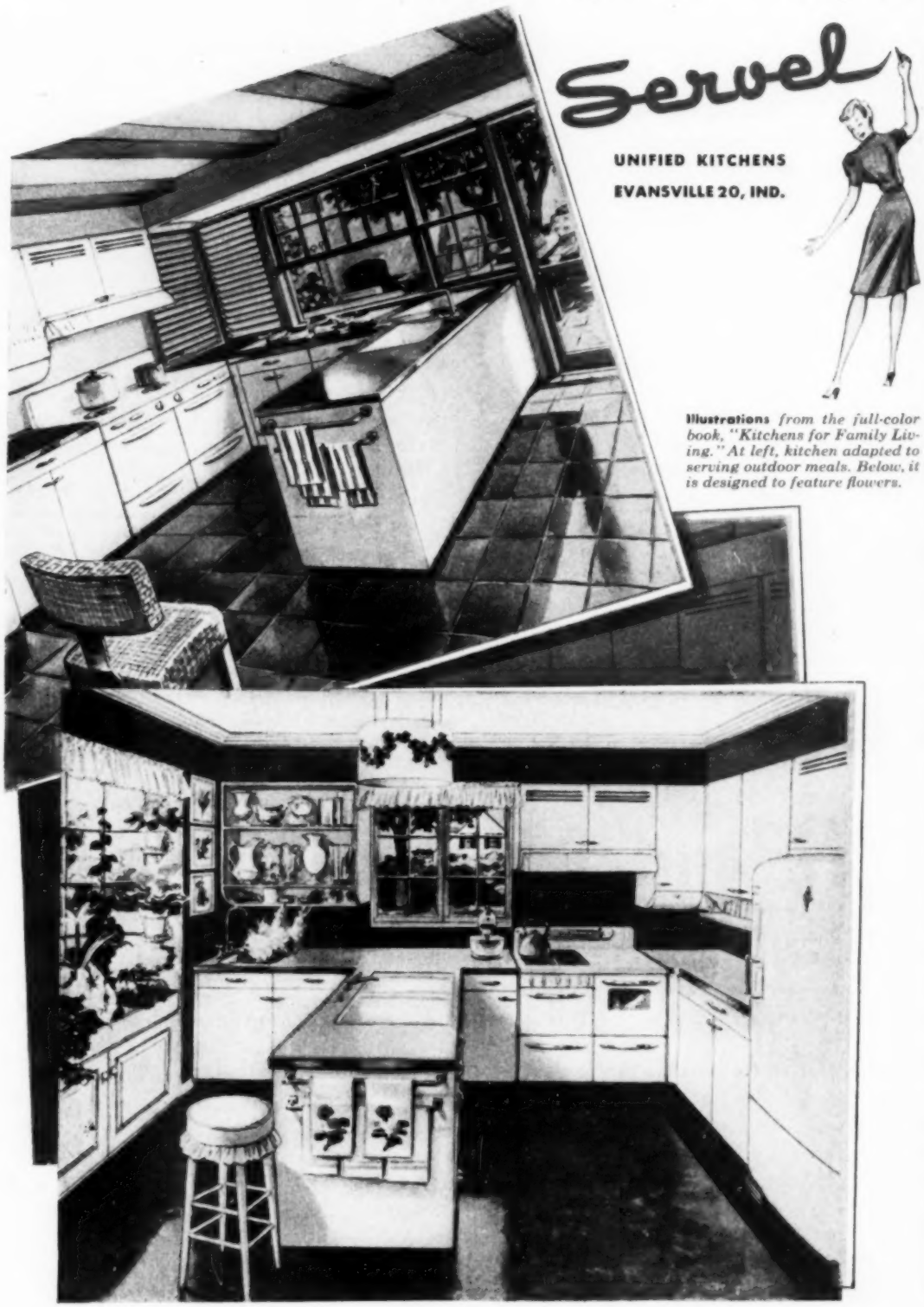


Illustrations *from the full-color book, "Kitchens for Family Living." At left, kitchen adapted to serving outdoor meals. Below, it is designed to feature flowers.*

Washington News . . .

• **A revised housing bill,** S1592, was introduced Nov. 14 by Senators Wagner, Ellender, *& Taft* to replace S1342. Changes are mostly to give more aid to private business. Titles III and IV offer consumer protection new in such legislation. One: a "warranty against faulty construction," structural defects, & builder's failure to conform to the agreed specifications to protect mortgagor & subsequent owners. Only if groups interested in *families* actively back these titles are they likely to survive, especially in House.

Hearings in Senate opened Nov. 27. Helen Hostetter on Dec. 7 presented statement of AHEA support of bill drafted from statements of AHEA's legislative committee & housing division officers, previously queried.

• **Mary I. Barber,** food consultant to Lt. Gen. Gregory, quartermaster general, received the Exceptional Civilian Award (tops for civilians) in a ceremony here Nov. 16.

• **President Truman** Nov. 19 in message to Congress asked for enactment of compulsory national health insurance. At once Senators Wagner & Murray pulled health provisions from the Wagner-Murray-Dingell omnibus bill, S1050 (to expand social security system, now stymied in committee), & introduced them as *S1606 & HR4370* to implement the message. Bill referred to Senate committee on education & labor, house ways & means committee. Senate hearings start "first of the year."

• **Mrs. Harriet Howe** at meeting of Congressional Committee for Protection of the Consumer, Nov. 14, read statement of AHEA's support of extension of Second War Powers Act (due to expire Dec. 31) until inflationary pressures are reduced below danger point. Mrs. Chase Going Woodhouse (D, Conn.), once chief of the family economics section, BHNHE, is secretary of this committee. Mrs. Howe pointed to need for continuing control of rent & prices of building materials & for insuring success of low-price clothing program of WPB-OPA.

• **The "Conference of Nine,"** organizations concerned with education, health, & welfare of children & youth on which Lelia Massey represents AHEA (see p. 582, Nov. JOURNAL), met again Nov. 26, drafted letters to members of House committee on education & Senate committee on education & labor. They urged joint hearings on S1606 (above) & on Pepper maternal & child welfare bill (S1318). Also urged support of "federal aid to *public* education which will contribute significantly to *equalization of educational opportunities* in USA & do this *without infringement on state control* of public education."

• **USDA's annual Outlook Conference,** Dec. 3–7, was attended by 48 home management representatives. . . . O. C. Stine, economist of BAE, in opening session predicted: inflationary pressures will continue through 1946, price of many products will rise if OPA controls are removed, clothing costs will stay high through year, prices of foods will decline as purchases for use abroad rise. . . .

• **Recognizing increasing importance** of home economics in extension work, M. L. Wilson, director, set up a home economics section in the division of subject matter, Nov. 23, put Mary Rokahr in charge. She'll continue "so far as possible" work in home management.

• **AHEA's executive committee** held its annual mid-year session Dec. 10–12. Meeting was postponed from early November because Dora Lewis had contracted virus pneumonia.

• **Lelia Massey** attended sessions of nat'l women's advisory committee to the social protection division, Federal Security Administration, Nov. 13–14. Resolution was drafted there to recommend to member organizations for adoption a broad program to protect marriage and family life during this period of post-war let-down. (Symptomatic are Army figures for venereal disease in USA: in 1944, 33 per 1,000 persons; Jan. 1945, 47; Oct. 1945, 57.)

The Basic House

ARTHUR BOHNEN

Mr. Bohnen practices what he preaches. The building company of which he is president handles all operations from the raw land to the finished landscape and labels the product "the compleat house." He now has under construction neighborhood developments totaling 500 units in three midwestern communities. Mrs. Bohnen is on the home economics staff at Northwestern University and is also associated with her husband's firm.

DURING the wartime years didn't you often ask yourself what kind of house you were going to be able to buy after the war? After getting all excited about the postwar miracle house from reading the feature articles in Sunday newspaper supplements and in almost every class of magazine, you were then warned by paid advertisements and editorial materials signed by the realists of the building industry, the men who manufacture materials and who build the houses, to ignore such exaggerated imaginings.

What really *will* be the answer, the home you can afford to own?

Building the Environment with the Home

The sane answer to this $64 question is that you—the American family—will be adequately housed only when the infinitely complicated problems encountered in building a home are co-ordinated with technological skill, when responsibility is in the hands of companies building not only an excellent house but its environment too.

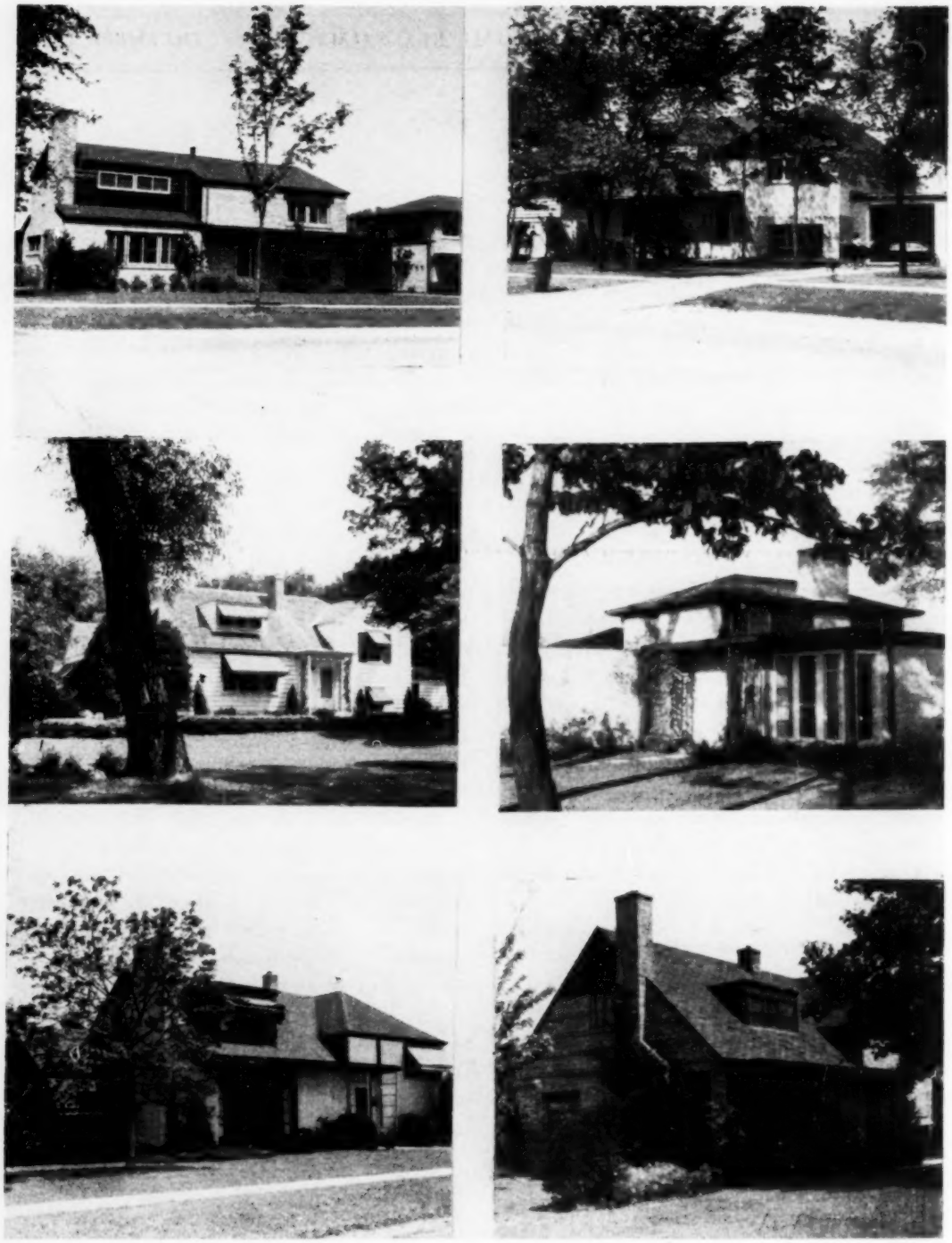
The important question is not what kind of house will you have but *what kind of neighborhood are you going to be able to buy into?* This is the important consideration, because not only the house you live in but the house your neighbor will live in, too, goes to make up where and how you live more certainly than anything else. In the period not far ahead you are going to live in a homogeneous environment of housing and community facilities produced by large-scale operators who will design not just a series of houses but also a scheme of living for their neighborhoods into which you can fit your personal postwar abode.

What you buy when you purchase a house is not just four walls and a roof—that is, shelter—or even Colonial, English, French, or bastard architecture, but also schools, transportation, shopping and community facilities, and similar amenities. It is the presence or absence of these factors that makes the place where you live desirable, tolerable, or burdensome—more so than if the entrance detail is architecturally authentic.

The way to insure the existence of these amenities is for large-scale operators to build the entire self-contained and self-sustaining neighborhood, to build into each such community those priceless factors which cost little or nothing in dollars and cents if planned for originally but which are impossible of accomplishment if not initially included: light, air, privacy, circulation, traffic control, open spaces, to mention just a few.

No Cookie-Cutter Standardization

In order to accomplish this desirable end, the postwar community builder will make sure that there will be an architectural identity



ONE BASIC PLAN—SIX HOUSES

The six houses pictured above have a family resemblance, since their basic plan and engineering are identical. But they have been developed differently—in frame, brick, and concrete block—and are as different as six persons would be. The "skin treatment" varies; the structure does not.

created for the whole neighborhood of which each individual house will be a small and subordinate part.

Like all mass production items, the necessary reduction of cost, the giving of more home for the housing dollar, can be achieved only by standardization—standardization which does not mean cookie-cutter, identical reproduction but rather a family resemblance each to the other. The important considerations to be given to housing standardization are these: Can it reduce costs, and can it give to each house the required variations so cherished by the individual? Can each housing unit on the street, in the neighborhood, be a separate visual personality?

The answer is an emphatic yes.

Everyone living in the twentieth century United States should concede that standardization in volume production cuts costs. We brag about that fact when it is applied to any of the other elements of our production. It seems fair, then, to assume that it should be acceptable when applied to the production of housing.

The question is how to apply mass production to housing without losing the individual personality which each householder wants in his residence. And this is said with full knowledge of the current public acceptance and insistence upon such standardized designs as the Cape Cod or so-called Colonial house!

The Basic Dress, the Basic House

To illustrate the effect of application of mass production to such a personal item as housing, let us consider what has happened in our clothing industry. As clothes cover the individual, so the home clothes the family. All of us, men as well as women, want style and fashion personal to each of us; and we get it in our clothes, even though there are certain basic standardized elements in all of our garments. Clothing has sleeves, trousers or skirts, buttons and buttonholes, seams, pockets, belts, and so on. These elements become manufacturers' realities which we accept. We even accept the volume use of a given fabric or pattern. How else could we buy a fine garment so cheaply?

What makes a suit mine or yours is not the fabric or cut or findings but the difference between your size and my size, your accessories and mine. The *differences* in our clothes are less marked than the parts which are *identical.* I need only mention such an item of basic clothing as the shirtwaist dress—available in all materials and all price ranges—a classic in women's clothes.

It might also be pointed out that the human being is a fairly standard structural and mechanical product. Yet to my knowledge no one has complained about too many people looking alike or being devoid of individual appearance and personality!

And so with houses. Your brick house, fit to you, will be different from your neighbor's brick house. You may have two children and he three; you may prefer red brick and he yellow; or he may choose frame with barn-red paint! But you both require the same fundamental areas within the house: living space, dining and food preparation space, sleeping space, toilet space, recreation, and laundry space.

The problem of standardization of the house, then, becomes the task of isolating the common denominators of all houses which fit a certain family size or composition. These become the standardized repetitive elements of all houses to be manufactured—and houses *are* a manufactured product, one of the most complicated assembly jobs in our whole economy.

Homes produced on a tailor-made basis, as with clothes, are expensive; produced on a standardized mass production basis, they can become more reasonable. It is, therefore, housing standardization, which of necessity calls for large numbers of repetitive parts and for the large-scale operations, which I will explain.

If houses are the clothes of the family, then we have to measure (as the clothing industry did with the human body) the American family, both physically and eco-

nomically. A family unit usually contains two adults and one or more children of either or both sexes. Study has indicated that the two-adult family, plus one or two children of either sex, makes up 70 per cent of all families. Basically, therefore, a five-room house of two bedrooms fits the great majority of American families; and a six-room one with three bedrooms fits most of the rest. The basic standardized plan, then, is identified as a five-room house, a plan which can also be used as the basic element of the standard six-room house.

The Minimum House You Can Afford

And a basic house should mean a minimum house. When people plan for their requirements in minimums they can solve their problems and have the joy of adding to that minimum anything they want to include *which they can afford to pay for*. This concept is contrary to the usual American pastime of adding everything you ever wanted into the dream plan of the house you will never build, asking for a $20,000 house for $7,000 and for some reason being surprised to find that you can't make it.

If the building program is to go ahead, you have to begin cutting and cutting, with the result that the house you finally get is a sorry compromise with your great expectations and you move into it with a sense of defeat.

On the other hand, when the problem is solved in accordance with a basic minimum plan and you can afford to add to the budget, you get the opportunity of selecting the improvements and weighing the desirability and satisfaction you expect of one extra as against another.

The end result is a house which you love for what you were able to afford over and above the minimum and which can continue to grow as you can afford to add the extras to it. The house becomes more and more yours—even as the man's mass-produced, standardized hat becomes more and more his as it adjusts itself to the contour of his head. It is a plus house, not a minus house, and you should live there happily ever after.

Charm Features vs. Living Facilities

But the home owner who lives happily ever after will be rarely found if all the forces of education which are brought to bear on him—the "home" magazines, the plan books, the columnists, and . . . yes, some of the home economics teachers—continue to stress the *charm* features of the house and to ignore the *better living facilities* which make the house a real place *within* which to live. Educators can help the public learn to look beneath surface appearances for the deeper actualities.

If principles are the essence of democratic government we might start by teaching people to grasp some of the principles of a sane and economic scheme of living as the basis of their housing requirements and not the emotional approach emphasized by the "charm" school. We must again and again check the ideas which we advance and the reasoning upon which they are based, by reference to real experience.

What is needed is that old-fashioned American approach of Thomas Paine who offered "nothing more than simple facts, plain argument, and common sense."

Let us help people to get a common sense attitude toward their housing, making it fit their basic needs and their ability to pay. Since the United States is committed to a program of building adequate housing for ALL citizens, this attitude is now of great national importance.

Membership Drives

By November 1, 1945, six state associations had more members than they had at the *end* of 1944–45: Kansas, Maryland, North Carolina, North Dakota, Oklahoma, and Wyoming.

Problems in Teaching Art

SYBIL EMERSON

After her graduation from Ohio State University Miss Emerson studied in Paris for nine years and worked as a textile designer and illustrator both there and in New York. She has also written two books on children in France. She joined the home economics staff at the Pennsylvania State College in 1942 after having taught in San Francisco and New York.

TOO few college administrators realize that art is as necessary to good living as is science. Too few students think of art as a potent influence in their daily lives. The first responsibility of art instructors, then, is to foster understanding of its function.

To consider the problems arising from this situation and particularly problems concerned with related art in home economics a three-day conference was held last February at the Pennsylvania State College.

The conference was planned by Marie Mount, dean of the College of Home Economics at the University of Maryland; Laura W. Drummond, then head of the department of home economics at the Pennsylvania State College; and Ruth Noer, director of home economics at West Virginia University. Also on the organizing committee were Amy Gardner, associate professor of related art at the Pennsylvania State College, and Vienna Curtis, professor of practical art at the University of Maryland.

Other institutions represented were the University of Delaware, George Washington University, Hood College, St. Joseph's College, Cornell University, Pratt Institute, Skidmore College, Syracuse University, Carnegie Institute of Technology, Drexel Institute of Technology, Indiana State Teachers College, Mansfield State Teachers College, and Temple University.

In the opinion of conference members, the minor place of art in home economics has resulted from the adding of this subject as an afterthought to a scientific program. Recommendations drafted by the group were that the home economics curriculum be made less rigid, that science requirements be reduced in order to permit students to take more courses in art and related subjects, and that students wishing to specialize in art be allowed to take an adequate amount of basic work in that field.

If art functioned better, we would have less chaos in human society today, they declared. Fundamentally, the art teacher's task is to work toward a better world in which creative effort is used for constructive rather than destructive purposes, a world in which art is freely recognized as a human need.

Problems of the Art Teacher

Specific problems discussed were:

How can we make art function both during and after college?

How can we make the home economics student feel that art is a field in which she has some latent ability, not one beyond her reach?

What real situations would provide worthwhile art experience, give satisfaction in the solving, and stimulate the imagination?

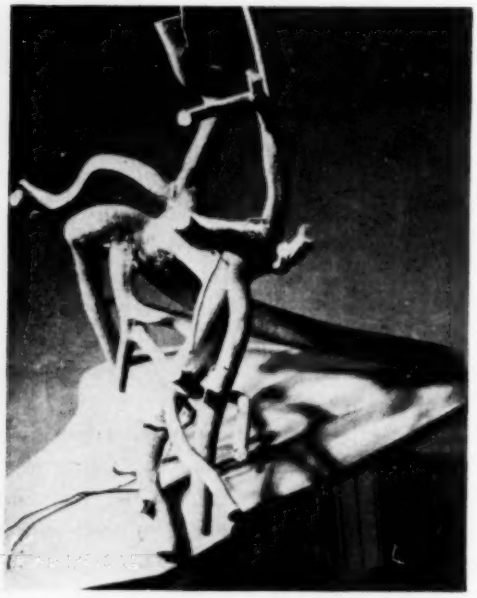
What techniques are effective for teaching art?

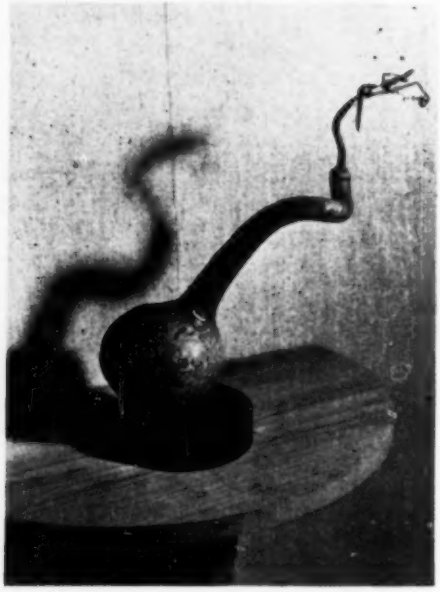
Should home economics girls be taught differently than fine arts students?

The art teacher must make a special effort to convince home economics students that they have a measure of creative imagination. She must find some skill, however simple, in which they can feel satisfaction. For one student it may be the hooking of a rug which that student has designed. For another it may be another equally easy technique. Once a happy result has been achieved, self-confidence is established.

SCULPTURE IN NATURE

The rhythmical movement of the satin grass above suggests rain; the basic structure of the root below, force and vitality; the line of the branch at the upper right, sincerity of purpose. The gourd has sculptural qualities: line movement, solid form, surface texture.





From winter branches, driftwood, and a gourd students at the University of Delaware wrought an arresting art exhibition.

Again, art principles should be exemplified through a number of media so that students see them function in many phases of living. Conference members have found that the following projects effectively stimulate growth in art appreciation and art skills: *arranging flowers* and table settings for school teas; *redesigning rooms* on the campus and in the community; *furnishing model housing units* in co-operation with the Federal Housing Authority, using inexpensive materials and furniture within the means of the tenants; *helping other college girls* arrange rooms and make their clothes; *giving talks on personality in clothing* for adult groups, after study of the subject in class.

One class gathered beautifully shaped winter branches and pieces of driftwood and designed for them suitable bases of wood or clay. Results were so delightful that they were exhibited in the college art gallery.

Such experiences make art seem familiar and essential to the student. If she develops this attitude during her college years, art is likely to function in her after-college life.

Ways of Teaching Color

Various ways of teaching color were presented at the conference. Miss Gardner has students begin by making innumerable color washes on 2 x 3 inch bits of paper, varying the tones as fancy dictates, as a means of discovering color relationships for themselves before any discussion of theory. These students then group the papers and match them with color schemes found in reproductions of paintings. They are thrilled when they discover that they have made a color scheme like one of Cezanne's or that they are like Rouault in their choice of color.

Harriet Baily of the University of Delaware has her students group in an abstract composition a variety of materials—scraps, cloth, wood, wire, buttons, string—thus realizing color, accent, spacing. She also uses practical problems in dyeing as another means of exploring color.

Virginia True of Cornell uses an emotional approach, which students find absorbingly interesting. She asks them to think of a mood or a situation—happiness, grief, a rainy day, a gay party, a date—and put down the colors which seem to express it but no representative element. She teaches line, texture, form, in the same way. As Dr. Viktor Lowenfeld, guest speaker from Hampton Institute, commented, "Color can be truly understood only through emotional experience."

The conference group agreed that a color vocabulary should not be used as a starting point but that it should be arrived at as a result of experiment.

Interpreting Art to Others

To achieve for art the larger place which we seek, we need to interpret it to administrators, student advisers, and other departments in our schools of home economics. We should also co-operate wherever possible with these other departments, as for example with the home management group in selecting furniture and accessories and in suggesting various ways of using materials at hand—table settings, flowers, pictures.

Working in small groups, from a few neighboring schools, we should clarify our own aims and then publicize our various activities and develop closer contacts with the various divisions and departments of the AHEA.

So fruitful had been this conference of the 16 art instructors last February that a committee was formed to arrange for other such meetings. They are important in this reconstruction period when there is grave danger of overemphasis of the mechanical aspects of education and a need for greater consideration of the spiritual development of our young people.

AHEA membership November 23, 1945: 13,356 — 88 per cent of 1944–45 total.

Controlling the Cost of Food

SALLY JARRARD

Before Miss Jarrard went to her present post as director of the food and beverage department of the San Francisco office of a firm of hotel accountants and consultants, she had been a hospital dietitian in the U. S. Public Health Service, had managed clubs and cafeterias, advised advertising firms, tested foods, taught restaurant management, and written a book.

THE purpose of this article is to suggest procedures which have proved of genuine assistance in controlling food costs and to present a simple form of food control in which daily food costs can be obtained in any establishment with little clerical effort.

Detailed food control systems must be set up in accordance with the requirements of a given business or institution. One of the chief difficulties of food-control systems has been that system has been stressed rather than control and satisfactory results.

Importance of Supervision

Food costs in the small institutional operation, where the manager oversees the entire workings of the department, can be controlled through adequate supervision of the department, through intelligent buying for predetermined needs, and through periodic testing to determine comparative costs and portion-costs of foods. In short, the small operation needs adequate food department supervision and the application of common sense more than it does detailed food-cost accounting.

For larger operations, more detailed and complete food-cost accounting is essential for satisfactory results. There food-cost control is a necessity to furnish the department head and management with needed information and guidance at such times as food costs are not satisfactory rather than at some time between the tenth and fifteenth of the following month, when the regular financial report is available. Then it is too late to do much about excessive costs of the preceding month.

It is a simple matter, however, to obtain day-to-day figures of food cost in either the small or large food operation through use of a summary sheet on which are tabulated the total of direct purchases and daily requisitions of staple items from the storeroom.

Cost Finding as a Tool

Food-cost accounting in itself affords nothing but basic information. The so-called "systems" are nothing more than the application of cost-finding accounting methods to the processes of food production. Success with even the best system depends on the place it is given in food department operation. No matter how perfect is the food-cost accounting system, it will fail and may represent a waste of time and money if it is not used as a tool for shaping the operating policies of the food department from day to day.

A food-cost control system has definite limitations. It will not, in itself, overcome inefficient buying or prevent losses caused by a chef's extravagance and overproduction. Food-cost accounting points out weak spots in food operations. Effective food-control comes through intelligent use of the figures which the food-control system produces.

If the food department supervisor or manager does not know *portion* costs so that he can construct "percentage" menus, he will profit little from keeping posted on food costs. An experienced food department supervisor, with authority to introduce needed changes, will use the technical information obtained from food-cost accounting to accomplish desired results. For amateurs or untrained persons, the information may well be useless.

DESIGNED BY HARRIS, KERR, FORSTER & CO. HOTEL ACCOUNTANTS & CONSULTANTS

FOOD COST SUMMARY SHEET

HOTEL • MONTH of _____ 194_

DAY	DIRECT PURCHASES	ISSUES FROM STORE ROOM	TOTAL FOOD TO KITCHEN	LESS CREDITS: EMPLOYEES MEALS	LESS CREDITS: TRANSFERS TO OTHER DEPARTMENTS	NET COST of FOOD SOLD: TODAY	NET COST of FOOD SOLD: TO DATE	FOOD SALES: TODAY	FOOD SALES: TO DATE	PERCENTAGE COST of FOOD SOLD TO FOOD SALES TO DATE: THIS MONTH	LAST MONTH	SAME MONTH Last Year
1	$	$	$	$	$	$	$	$	$	%	%	%
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3												
4												
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TOTAL OF DIRECT PURCHASES TAKEN FROM RECEIVING RECORD →

REQUISITIONS FROM THE STORE ROOM TO KITCHEN EXTENDED AND TOTALED DAILY; TOTAL ENTERED IN THIS COLUMN. →

TOTAL OF COLUMN 1 AND COLUMN 2. →

MAY BE SET UP ON ESTIMATE BASED ON TOTAL CREDIT FOR PRECEDING MONTH →

THIS COLUMN PERMITS RECORDING OF DAILY TRANSFERS FROM KITCHEN TO BARS OR TO OTHER DEPARTMENTS. →

FIGURE IN COLUMN 3 LESS CREDITS SET UP IN COLUMNS 4 AND 5 →

ACCUMULATION OF TODAY' FIGURES →

TAKEN FROM DAILY EARNINGS REPORT. →

ACCUMULATION OF TODAY' FIGURES. →

Objectives of Food-Cost Accounting

The chief aims of food-cost accounting are: (1) to find out as nearly as possible the costs of prepared dishes or meals so that a hotel or restaurant can charge a price which will afford a fair profit, or a hospital or dormitory can keep costs within the prescribed figure; (2) to provide data which will permit the regulation of production according to requirements and which will show when and to what extent overproduction did occur; (3) to set up standards of preparation as to recipe and batch quantities and thus prevent waste or uncertain or excessive costs; and (4) to provide figures as to unit costs so that such costs can be compared with like figures in other operations and make it possible to trace causes for less favorable costs than are being obtained elsewhere.

These objectives of food-cost accounting are important, of course, but they are no substitute for intelligent menu combinations which will attract those who must be served. Cost accounting and capable control will not alone create a successful food department. They must be reinforced by competent managerial ability that can lay out sound policies of purchasing, preparation, menu presentation, and food service. The food-cost accountant should furnish figures to guide in the formulation of such policies and then help the operating staff attain maximum efficiency in the routine daily conduct of the business.

A Simplified Food-Cost Control System

A running food-cost control record may easily be set up and maintained through the use of the "Food Cost Summary Sheet" illustrated on page 619.

Practically all businesses maintain some form of receiving record on which are set forth the details of foodstuffs and other merchandise received and from whom received. The receiving record permits the accounting office to determine whether all merchandise billed to the concern has been received and whether specifications indicated on the vendors' invoices or statements coincide with those of merchandise received.

For this simplified food-cost control system a receiving sheet with distribution columns is used. Such a form is standard and is available from various printing houses. The total of foods issued directly to the kitchen should be taken directly from the footing of the daily receiving sheet and placed in column 1 of this summary sheet.

The requisitions representing issues from the storeroom to the kitchen should be priced, extended, and totaled daily and the total entered in column 2 of the food control form. Column 3 is the total of columns 1 and 2 and represents the total issues to the kitchen for the day. The next two columns are for the entering of credits for employees' meals and for foods which are issued from the kitchen for use in bars or other departments and which therefore do not represent food service to patrons. The next two columns then show the net cost of food issued to the kitchen for that day, and beside it, net costs for the month to date.

Food sales for the day and for the month to date are entered in the next columns. Percentage cost of food sold is then calculated by dividing the cost of food served by total sales. The percentage of net food cost to sales is then set in on the form.

This suggested method of simplified food-cost control, as you will note, does not provide for any inventories; and, of course, the amount of foodstuffs on hand in the kitchen will fluctuate somewhat. However, in practically all cases the fluctuations in kitchen inventories are not great and will not cause any sizeable errors in the food cost calculations. This is especially true after the first few days of the month when any variation will be minimized by the fact that the cost percentage is calculated on the cumulative totals of food consumed and sales, rather than on separate daily figures.

After obtaining the cost of food sold in your operation, you can profitably compare your costs with those in other similar operations.

Once you have developed satisfactory running food costs, it is an additional aid to study the general trend in food prices to determine how far your fluctuations in cost per meal are caused by market fluctuations.

One Hour for a Food Class

Mrs. Beaty is itinerant teacher-trainer of home economics at the New Mexico College of Agriculture and Mechanic Arts. Her professional career includes postgraduate work at Colorado State College and Columbia University and teaching in elementary and secondary schools.

OPAL W. BEATY

WHENEVER two or more homemaking teachers come together, whether over the bridge table or at a state conference, sooner or later they talk shop, and one of the questions is apt to be, "How do you manage your food classes in 60 minutes?"

The sixty-minute period has many advantages for homemaking classes. It fits into the high school schedule more compactly than does the double period; it is the same length period as other high school classes; more girls can enroll in homemaking classes if only one period is necessary; and one of the greatest advantages is the stimulus it provides for good teaching and good management.

Many of us have been appalled at the waste of time in double-period sessions, except in some food and clothing classes. Since home economics has expanded to include numerous areas of homemaking, we no longer can base the length of period on our time needs in such limited areas as food and clothing.

Confusion, Indigestion, Collapse . . .

An hour for a food class, however, does present some difficulties. The following picture is too often observed. The girls are slow to start their work. They seem scarcely to have begun the preparation of the meal when someone looks at the time and notes that the period is half over. Then they get in a panic. They place half-raw food on the table with no thought to attractiveness, "wolf" it down, wash the dishes carelessly, leave pans soaking in dirty sinks, grab their books, and run to the next class. The kitchen is in a state of confusion, the girls in a state of indigestion, and the teacher in a state of collapse!

Our error has been that of expecting the impossible! We have hoped to accomplish as much in 60 minutes as we did formerly in 90 or 120 minutes. A group of inexperienced girls, working in an unfamiliar kitchen with girls with whom they are not accustomed to work, cannot prepare and serve a meal and clean up afterward in 60 minutes without some preplanning and prepreparation of the foods to be served.

Leisure, Order, Graciousness

Recently a large group of homemaking teachers participated in a demonstration meal preparation class at a state conference. They spent one hour planning the meal to be served the following day. The group was divided into small family groups, assigned kitchens and tasks just as though they were in a high school class. It took them two hours to prepare and serve a very simple meal and clean up. True, they did it in more leisurely fashion than high school girls are allowed to but with the result that it was a pleasant experience. The tables were attractively laid; there was time for gracious conversation; and the kitchen was left in good order. Most of these teachers doubted that they could have accomplished these results in one hour.

If an hour is not long enough for well-conducted food classes, let us use more time. We can take four or five days to teach the preparation and serving of a meal.

Teachers of experience say it can be worked out quite effectively as follows. On the first day the period is devoted to planning the meal to be served. The family group may plan all three meals for a day and check them with the "basic seven"; or it can plan for

later preparation in class one meal to supplement two which the teacher has planned. This might be breakfast, dinner, or supper, to be judged in part in relation to the other foods supposedly to be served during the day. There is time for finding recipes, making grocery orders, planning the division of work, and making a time schedule, and for class discussion of any special buying problems, plans for serving, and techniques of preparation.

This meal may present some unusual problems in preparation, for which the girls lack the necessary skill. Let us say that muffins are to be prepared and that most of the girls have never made them. A second day may be devoted to a quick muffin-mixing demonstration by the teacher followed by the making of part of a recipe for muffins by each pair of girls.

On the second or third day, the actual preparation of the meal begins, perhaps a menu of creamed eggs, bran muffins, raw vegetable salad, and a gelatin dessert. On this day, eggs can be boiled, white sauce made, vegetables cleaned, salad dressing made, gelatin dessert prepared, ingredients measured out for muffins, table linen and silver laid out. This procedure requires plenty of refrigerator space. But if food classes are staggered so that the days of preparation are not the same, refrigerator space is sufficient and life is simplified for the teacher.

On the next day the meal is completed with ease in 25 minutes, and 20 minutes can be allowed for service—which adults would still call hurried eating but which is about double the time most high school pupils devote to a meal. Fifteen minutes is then left for cleaning.

The last day can be spent profitably with an evaluation of the meal. With the right guidance, the class will voice numerous questions and comments: "Why were the eggs tough?" "We had too large a head of cabbage." "What shall we do with what is left?" "We didn't have any dressing on our salad, because there wasn't any oil in town." From these can come splendid problems for the teaching of protein cookery, careful buying to avoid waste, use of leftovers, and causes of shortages.

Ridiculous—or Wise?

A whole week to serve a meal! Does it sound ridiculous and wasteful of time? That, of course, depends on the objectives. Are they to see how many meals can be served, to feed the girls well, to bring in the preparation of a great many types of dishes? Then, I admit, this method would not be effective for achieving them.

Are the objectives to use the meal as a vehicle for teaching the preparation of a few basic dishes, to develop in girls the habit of checking food eaten during the day with the basic seven, to give girls some experience in buying food, and to help them see the pleasures which can be derived from a nicely-set table and the interchange of ideas as the family eats together? Then this method *is* effective.

Are you worried about covering the subject? Don't be! You couldn't do *that* even though you had classes prepare meals every day for a year. By careful planning, six meals will provide enough problems for a real teaching unit—and you will see real improvement in the girls' ability to plan and manage time and materials reflected in other classes.

Four AHEA Fellowships

Four AHEA research fellowships are available for 1946–47, two in food or nutrition, the others in any field. They carry grants of $600 to $750, require no service, and can be used at any university the fellow chooses. Applicants must file information as to their aptitude for research by March 1 with Dr. Jennie I. Rowntree, University of Washington, Seattle.

Preservice Training in Adult Education

LUCILLE MAGRUDER

Miss Magruder has been teaching home economics education at the University of Idaho since 1941. Before then she had taken advanced work at Columbia University and the University of Chicago; had taught in high schools, at a state teachers' college, and at Texas State College for Women; and had organized and supervised a nursery school.

CONTINUOUS growth of an individual to the point of maximum development and accomplishment is one of the ideals of the democratic pattern. Changing conditions call for new education even for those best educated in their youth. No one can solve all of his problems successfully on the basis of what he knew a few years ago.

For successful adult education competent leaders are needed, and to help train those leaders I have been developing a course in preservice training in adult homemaking education for senior home economics students.

The course aims to give these students some understanding of individual, family, and community needs; some ability to stimulate in adults a desire to get new information on all phases of family living and to help these adults develop appreciation of the spiritual and aesthetic as well as practical values inherent in family life; and ability to solve their own problems effectively.

Visiting homes tends to give the student a better understanding of a given family and its needs—its relationships, its economic status and home management methods, its resources and health conditions—and to reveal the area in which that family most needs education.

Summer Project

During the summer vacation when student teachers were at home, they spent from one to three days with a homemaking teacher who was carrying on her summer program near by and who had agreed to participate in the program. The students used mimeographed materials on home visits, promotional and project calls, and conferred with the teacher about specific situations. They observed homes of various types and community projects such as youth centers and canneries. The student and the teacher then discussed the experiences with me or the state supervisor.

In the fall at the second class meeting of the student teachers a panel discussion was devoted to the job of the homemaking teacher in the community. Then each evaluated her own experience with the homemaking teacher. Among the comments were: "It was most worthwhile. I saw how other people live and how little it takes to make people happy." "The youth center with its many opportunities for young people to work and play together is a wonderful idea." "The quickest way to get to understand a pupil is to talk with her and her family in her home." "An unceasing desire to learn is necessary for adult education."

Fall Work

The class then studied what other states were doing in adult education, the objectives of summer employment of the homemaking teacher, desirable activities for her, her relation to the youth center and the community cannery, and how to evaluate her program. Other subjects discussed were home problems of employed women and of families after the war, the need for special training for adult homemaking education, for ability to get along with others, and good publicity.

As a springboard for getting acquainted with a community the class attended a farm and home demonstration and saw a movie and a demonstration on labor saving devices. They then set up a check list to determine what activities homemakers of the community carried out and what they wanted in adult classes.

The Parent Teachers Association and other local organizations sent out the check list.

The Adult Course

The lessons to be taught were planned in accordance with the adults' wishes, facilities available, experiences needed by the student teachers, and hours when the classes could be held.

Eight lessons were taught: two on preparing and serving simple, nutritious, inexpensive meals; three on making the home more livable; one on family recreation; and two on family finance. Lesson 1 was a demonstration of use of ready-mixes; lesson 2, group preparation and service of an oven, a skillet, and a deep-well-cooker meal; lessons 3, 4, and 5, group work on upholstering a davenport, slip covering a chair, retying sofa-cushion springs, and making draperies; lesson 6, discussion of home entertainment for children; lesson 7, discussion of how to get children to realize the value of money; and lesson 8, discussion of how to budget money and food points.

The student teachers planned the lessons, took care of the publicity, and assisted me or a guest leader with the lessons. One student assembled reference material for the adults to use. Everyone who had stated an interest in a specific lesson was notified by telephone of its being scheduled, but no one was urged to attend any other meeting. The attendance was good, some coming in from the country and one from a neighboring town.

Both the adults and the student teachers were enthusiastic about the work.

Family-Life Institute

Student teachers participated in the organization meeting for the city's two-day family life institute, along with representatives of 25 civic, business, fraternal, religious, and educational organizations. They sat in on the program committee meeting and wrote the newspaper publicity.

Dr. and Mrs. Garry Cleveland Myers, editor-in-chief and associate editor of the *Children's Activities Magazine*, were the leaders of this institute, which was attended by about a thousand persons each day.

The program was as follows: for the *Senior High School Assembly*, "When Are We Grown Up?" Mrs. Myers; *Service Clubs Luncheon*, "When Dads Are Dads," Dr. Myers; *Parents' Meeting*, "Teach Your Child to Be Self-reliant," Mrs. Myers; *Moscow Teachers Association*, "The Poor Reader," Dr. Myers; *Mass Meeting*, community singing and "How We Parents Annoy Our Children," Dr. and Mrs. Myers in dialogue; *Junior High School Assembly*, "How Do You Feel on Your Feet?" Dr. Myers; *University Student Assembly*, "Young People in the Community," Dr. and Mrs. Myers in dialogue; *Youth Council Luncheon and Conference*, with Dr. and Mrs. Myers; *Parents and Teachers*, "Our Children and Religion," Dr. and Mrs. Myers in dialogue; *Mass Meeting*, music by the high school students and "All Set to Go" (with emphasis on school and community co-operation), Dr. and Mrs. Myers in dialogue.

The institute was the high spot in Moscow's community program. Eleven organizations made the institute a financial success; many persons assumed leadership and responsibility.

Dr. and Mrs. Myers' informality and their unique use of dialogue with questions from the audience; their skill in putting everyone at ease; their wit, wisdom, and understanding of family problems made the institute memorable alike for high school students, adults of the community, and student teachers.

At the first youth council meeting after the institute, leaders of the campfire girls, boy scouts, and 4-H club groups reported their activities, as suggested by Dr. and Mrs. Myers, so that these could be co-ordinated with the recreational program of the council.

Through these activities University students have gained a better understanding of people and communities and enjoyment from learning as well as from helping others to learn. It is hoped that this program will result in more home economists'—teachers, extension workers, farm security agents, and others—working with adults in Idaho communities.

Sociometry: The Study of Human Relations

ROSE COLOGNE

Before Miss Cologne went to her present work as specialist in community adult education at Pennsylvania State College, she had served in Children's Hospital, Denver; the East Harlem Health and Nursing Center, New York City; the American Institute of Family Relations, Los Angeles; and had been co-ordinator of the community program in family life education in Wichita, one of four such centers sponsored by the U. S. Office of Education.

THE high school food laboratory is causing Miss Roberts many a headache. And it is all because of a little clique of girls who insist on being put together for all their work. Trouble rises if any one of them is taken out and put with another group, or if an "outsider" is put in with them. Appeals for "democratic attitudes" seem to have no effect.

Sociometry, the Key

For help in the solution of such a problem and for understanding of interpersonal relationships, sociometry offers a key. It has a vital contribution to make to the field of home economics. It can be of great use to classroom teachers and administrators in humanizing education—a major concern of teachers today. It can help them do their share in making the world a better place to live in—in preventing recurrence of horrors of the last ten years. We need all the knowledge we can get to help achieve this goal.

The home economics teacher, whose work so largely includes group projects, can appreciate the value of new techniques for facilitating the improvement of interpersonal relationships, which can be gained through understanding and the use of sociometric procedures.

Sociometry is the science of all two-way relationships among individuals. It provides a practical way to measure the interpersonal structure of any group; it helps to clarify the web of relationships in which we all live every day. Sociometric investigation generally reveals progressively (1) the extent of an individual's acquaintance; (2) his social contacts; (3) those to whom he is attracted and who are attracted to him, those he rejects and who reject him, and those to whom he is indifferent and those who are indifferent to him; (4) his motivations; and finally (5) the interaction of his emotions and the roles he assumes or wants to assume. Different instruments are used to measure these different factors.

Attractions, Repulsions, Indifferences

Every human being responds spontaneously to every other human being with whom he comes into face-to-face contact. He likes that other person, or dislikes him, or "can't see him." Sociometrists describe these reactions as attractions, repulsions, and indifferences, which are but one step in going deeper to determine the interpersonal structure of an entire group. These attractions, repulsions, and indifferences never exist in a vacuum but always in relation to some criterion. Very simple criteria are used, such as: With whom would you prefer to work (1) in preparing a meal, (2) in fitting a garment, (3) in caring for children, (4) in decorating or arranging a room, (5) in working on a committee? Home economics provides many situations from which the teacher may select such simple criteria.

Choices vary from criterion to criterion. Mary may, for instance, choose Julia to work with in the kitchen, Peg in the fitting room, and Betty in the nursery. By careful study of these choices a teacher who understands sociometry can see as never before the interpersonal relations in her group and can help to improve them.

Developing Emotional Expansiveness

To develop his emotional expansiveness—that is, to *increase* the number of persons toward whom he feels warmly and with whom he willingly co-operates—the human being must *first experience* satisfying interpersonal relations by working and playing with persons whom he likes. If he is constantly forced into relations with persons whom he dislikes, his growth in emotional expansiveness is inhibited.

Forcing students to work with persons whom they dislike or are indifferent to, creates frictions, tensions, and irritations out of which grow disciplinary problems, regimentation, and authoritarian procedures. Worse, such procedures tend to prevent schools from achieving their basic purpose: development of well-integrated personalities, evocation of creativity, flexible use of acquired arts, sciences, and skills.

Teachers, working intimately with human beings as they do day in and day out, feel the need for deeper knowledge of the forces flowing through the student body. They need to know that spontaneous responses of liking and disliking precipitate the interrelations between human beings which are the core of social functioning; that dislike breeds conflict between human beings; that likings or attractions breed co-operation; that persons who like each other naturally form groups within which significant intercommunication is possible; that the group is the medium through which individual growth, the creation of values, and the organization of personality are achieved.

Sociometry has concentrated on learning what is involved in the development of good interpersonal relations. By the use of sociometric knowledge, the teacher is now enabled to work *with* the interpersonal forces in the school instead of against them. They now have available definite techniques for discovering and identifying natural groups and understanding forces which create them.

By experimentation with sociometric procedures, the administrator, too, can materially reduce tensions in his staff. Moreover, knowledge of them will give him very important clues to functional reorganization of the whole administrative setup, which good administrators are aware often impedes the creativeness of teachers. By encouraging teachers to study their classes from this vantage point also, he will enable them to increase their effectiveness as teachers.

With this improved administrative procedure, the teacher would be freed to work with natural, spontaneous forces and make learning a joy. She would help to increase the creativeness and participation of students, as well as develop habits of willing, creative co-operation between them. She would utilize her skills in guidance to identify maladjusted personalities among her students and those "left out" of natural groups before antisocial attitudes are set and would aid students to understand the group process and thus help them to build attitudes which will make citizenship a vital emotional experience.

EDITOR'S NOTE: Home economists who have had little contact with this relatively new science may want to read *Sociometry: A Journal of Inter-Personal Relations*, now in its eighth year of publication.

On its editorial board are representatives of the seven fields of thought upon which sociometry is based: John Dewey, Columbia University, philosophy and education; Ernest W. Burgess, University of Chicago, sociology; George Gallup, American Institute of Public Opinion; Adolf Meyer of Johns Hopkins Hospital, psychiatry; Gardner Murphy of the College of the City of New York, psychology; Wesley C. Mitchell of Columbia University, economics; and George P. Murdock of Yale, anthropology.

Much of the material in this journal, of course, is not suitable for beginners in the science. For them as well as for the initiate in this field Lloyd Allen Cooke's article "An Experimental Sociographic Study of a Stratified Tenth Grade Class" in the April 1945 issue of the *American Sociological Review*, on classroom use of sociometric tests, would be interesting and helpful.

Utah's Nutrition Committees Carry On

PHYLLIS SNOW

After graduation from the University of Utah, Miss Snow taught home economics in public schools of the state until 1943, when she became home service director for the Mountain Fuel Supply Company. She was nutrition chairman for the state home economics association in 1944 and is now secretary of the state nutrition council of which she writes here.

WITH 63 active county and local nutrition committees in the state, Utah's nutrition program will not fold up just because the war is over. Nutrition problems of this transition period may not be so dramatic as those of the war, but they are quite as pressing.

For Better Bread, Safer Milk

A more nutritious commercial loaf of bread and more sanitary procedures for handling milk are greatly needed in this state, and the council has already started an active educational program to secure passage of a state flour enrichment bill and a sanitary milk bill in the 1947 legislature.

The state nutrition council and the nutrition committees sponsored such bills in this year's session of the legislature: a bill for enrichment of all but specially prepared flours at the mills, which passed in the Senate and House but was vetoed by the governor; and a bill to enforce more sanitary handling of milk, which passed in the House but was killed in the Senate. We believe that failure of these bills to pass was partly due to lack of understanding of their value by officials and homemakers.

Campaign Against Nutrition Deficiencies

The state nutrition council is also launched on a program for solving the state's most pressing nutrition problems as revealed by a survey made last February and March, with the help of Dr. Walter Wilkins of the U. S. Public Health Service, then on loan to the nutrition services branch of the War Food Administration. Dr. Wilkins, Hazel Bingham (then executive secretary of Utah's nutrition council), and Helen E. Walsh (then western field consultant, nutrition programs branch of the WFA) made a brief study of one Utah community and of several schools to determine what these problems were. Their findings indicated a rather high incidence of probable mild rickets, enlarged thyroid, and folliculosis, a rash similar to goose pimples.

For the rickets, which traces chiefly to lack of vitamin D and calcium, Dr. Wilkins recommended use of cod liver oil from infancy to 12 years of age and up to 20 if possible; for the type of goiter which results from lack of iodine he suggested use of iodized salt; and for the rash, which seems sometimes to be caused by lack of vitamin A, inclusion of vitamin-A-rich food in the diet.

After this school and community survey Dr. Wilkins held a clinic and conference to discuss these findings, then met with specialists from the Extension Service, the Experiment Station staff, and the home economics staff at the State College to enlist their aid in determining how far our nutritional deficiencies trace to lack of essential elements in the soil.

To publicize Dr. Wilkins' findings, the nutrition council is circulating three sets of pictures taken by him while in the state. A report of his visit was published in a newsletter of the state nutrition council and in one of the UHEA newsletters.

The council recently undertook the publication of a short monthly newsletter to the local nutrition leaders to try to do what was formerly done through visits of the executive secretary. It reports nutrition news as well as activities of local committees.

Food preservation work last June included statewide demonstrations of the canning of

fruits, vegetables, and meats given by Georgia Amick of the Kerr Glass Corporation in co-operation with the Extension Service and state and local nutrition councils. The purpose of these meetings was to bring about some agreement as to canning methods to be taught. The public demonstrations followed conferences with community leaders and were so popular that more people came to meetings than could get in.

In Salt Lake City Elna Miller, food preservation specialist of the Extension Service, demonstrated to leaders ways of freezing foods to retain nutritive values and color. Miss Miller had just finished a year of research in this field.

Lest They Starve

This fall a considerable amount of food was canned for relief work abroad. Home economists have a responsibility, which they dare not evade, to make comfort-loving Americans not only willing to have needed food and coal go to starving and freezing Europe but to insist upon it. As General Eisenhower has said, "Without food there will be no peace." From all reports, this winter will be the worst Europe has yet faced.

Our state home economics and agricultural education departments, directed by Aileen Erickson and Mark Nichols, organized a community canning program for war relief. Volunteers picked our surplus produce, donated by the Future Homemakers and Future Farmers, and manned the canning centers. One student group picked the peach crop of the state experimental farm. Peaches, prunes, plums, pears, tomatoes, apple sauce, and snap beans were canned.

In communities where there was neither surplus produce nor a canning center, students and teachers gave 10 or 25 cents each for cans, sugar, and transportation needed for the projects. By November 11 we had collected 12,000 cans.

Council History

Utah's nutrition council was set up in April 1939 to co-ordinate the work of all agencies concerned with food and nutrition and to unify nutrition education. In 1943 a much larger nutrition committee was organized, with representatives from about 35 agencies and organizations, but the original council has continued to be the planning and executive group.

This council and the committee sponsored the refresher courses in nutrition held at Utah State Agricultural College, the University of Utah, Brigham Young University, and Snow College to qualify home economics graduates of earlier years to do volunteer nutrition education. They were taken by 250 persons.

In 1942 nutrition information was given to 4,675 persons through cooking school demonstrations held in 10 of the larger communities. The state nutrition committee set up a speakers bureau, which in one quarter gave 18 talks at meetings attended by 1,011 persons. The committee also served as an information bureau, which provided outlines and source materials for study groups.

Nutrition education was also carried on through nutrition kits placed in every library in the state, a series of six car cards used in all buses and street cars in urban areas, news articles for local and state papers, radio scripts, talks in church and civic group meetings, window displays, and posters.

A "clean plate" campaign was sponsored by state and local committees, and our "minute women" carried their message of food conservation into every home. Communities had essay writing contests on food conservation.

Fifty-one communities had a "Food Fights for Freedom" program in 1944.

Booths and exhibits at six county fairs and at the state fair—each arranged by a nutrition committee—this year stressed food production, preservation, and conservation.

An active nutrition program should be a part of the program of work of every state home economics group. Such a program, however, to be effective, requires the close co-operation of many professional groups which we have had in Utah.

Cereal-Extended Ground Pork Meat Loaves: Their Palatability

NORMA HOTALING and FAITH FENTON

Dr. Fenton is a professor in the School of Nutrition and the State College of Home Economics at Cornell University. Lieutenant Hotaling was formerly on these staffs but is now an Army dietitian overseas. *This study was financed by the Consolidated Edison Company of New York, Inc.*

Home Application. *Soy grits makes the most nutritious and delicious extender for a pork loaf. And here's the recipe:*

Soy Grit Pork Loaf

Ground pork 2 c
Ground salt pork 1 Tbsp
Egg 1
Soy grits ½ c
Boiling water ½ c
Minced onion 1½ Tbsp
Salt 1½ tsp
Mono-sodium-glutamate 1 tsp and pepper ¼ tsp
or
Worcestershire sauce 1½ tsp and pepper ¼ tsp
Sage ½ tsp

Add boiling water to the soy grits and let stand while measuring other ingredients. Combine other ingredients and add to soaked grits. Mix thoroughly. Turn into a loaf pan and bake in a moderate oven (350° F) for 1 hour.

The glutamate was not available to us civilians during the war, but it will soon be on the market again.—THE EDITOR.

Because of the shortage of meat and the relative plentifulness of cereals, this study was undertaken to determine the optimum extent to which several cereals can be substituted for the meat in ground-meat loaves. Pork was the meat chosen, as it was then more plentiful than were other meats.

The purpose was first to develop a cereal-extended pork loaf of maximum nutritive value. Later, to reduce the time necessary for making the loaf, a secondary purpose was to develop one with a minimum of ingredients.

Fresh, frozen, and canned meat loaves were included in the study. The processed forms were thought to be of some possible use in the feeding of the armed forces. Such a study has value now for lower-income groups.

Ingredients

Pork

For each loaf except the control, one pound, 453.6 g, of pork shoulder was used, trimmed and ground to about ⅛ inch size. The meat was obtained at first from the animal husbandry department at Cornell University, later from a nearby farm.

Cereal Extenders

Soy. Soy flour and grits made (1) by the solvent extraction process with less than 1 per cent fat and (2) by the expeller process with slightly more fat were used. As solvent-extracted soy grits resulted in a more meat-like texture than did the other soy products, they were used in the main part of the study. The grits, in amounts of 10 to 25 per cent of the meat component, were mixed with boiling water and allowed to stand while the other ingredients were weighed and mixed.

Oats. Long-cooking rolled oats, quick-cooking rolled oats, and pinhead oats—both cooked and uncooked—were added in amounts of 8 to 15 per cent of the weight of the meat.

Wheat. Whole wheat kernels were toasted in a 225°F oven for one hour, then ground (1) in a home grinder with the finest knife, (2) in a Wylie mill to several meshes, (3) in a Burr mill, and (4) in a coffee grinder. Cracked wheat, bought as such, was also used. Both cooked and uncooked products were used in amounts of 8 to 15 per cent of the meat.

Mixed cereals. A mixture of equal weights of rolled oats, soy grits, and shredded wheat

was used, also a mixture of equal weights of rolled oats, soy grits, and Ralston.

Eggs and Other Ingredients

Because eggs were expensive and scarce at the time, experiments were run to determine the minimum amount of egg necessary for optimum consistency in the extended pork loaves. Levels of 0.0, 3.5, 7.0, and 10.0 per cent of egg, based on the weight of meat, were compared in loaves made from three formulas: soy grit, oatmeal, and cracked wheat.

Fresh egg, dehydrated whole egg, screenings (small yellow lumps of egg that do not dry well), and collector powder (a light-colored, fine-particle product deposited in the remote recesses of the drying equipment and subjected to excessive heat) were included in the studies. As no use had been found for either the screenings or the collector powder, their acceptable use in the meat loaves was economically desirable. Each form of dried egg was rehydrated with water for one-half hour before it was added to the loaf mixture.

Wheat germ, Brewer's yeast, dried skim milk, and other such ingredients were added in the first part of the study to develop a loaf of maximum nutritive value.

Soy flour and whole wheat flour in small amounts were added for their binding power.

Mono-sodium glutamate, a unique "meaty" flavoring and flavor intensifier made from wheat proteins, was also added because the fresh pork loaves were flat in flavor compared to loaves containing beef or smoked pork.

More available seasonings were tried later when the glutamate became scarce: hydrolyzed vegetable protein, Worcestershire sauce, Kitchen Bouquet, Vitalox, sage, celery salt, horseradish, mustard, catsup, smoked salt, onions, celery, carrots, and green pepper, besides the usual table salt and pepper.

Later—to develop a basic loaf containing the minimum number of ingredients—the wheat germ, Brewer's yeast, dried skim milk, and soy and wheat flours were omitted. Flavorings were omitted one after another from the soy grit loaves until they were reduced to five. The amount of each of these five ingredients needed for optimum flavor was then determined by repeated tests.

To control the fat content of the meat loaves, the percentage fat of the ground shoulder pork was determined. *Salt pork* was added to some loaves because of its desirable flavor. Both the salt pork and the onion were also ground to the $\frac{1}{8}$-inch size.

To conserve weight and space in processing and possibly in transportation, the minimum amount of water desirable was determined by decreasing in stages the amount used in the original recipe with the soy grits.

Preparation

Each recipe was developed on the basis of one pound, 453.6 g of ground meat. The shoulder pork, trimmed of some of the external fat, was ground in a home meat grinder having holes $\frac{3}{8}$ inch in diameter. In the study of the fresh and the frozen loaves, each recipe lot was divided into three parts: one to be baked and sampled immediately for palatability, another to be baked then frozen, and the third to be frozen raw.

Freezing. Loaves made from the best 15 of the 50 recipes tested were frozen. The loaves, both raw and baked, were wrapped and sealed in moisture- and vapor-proof cellophane, placed in paraffined boxes, and put in the freezing compartment of a home-freezer cabinet set at −20°F. The next day they were transferred to the storage compartment (−10° to 0°F), where they were held until they were removed about 10 weeks later for the palatability tests.

The raw frozen loaves were thawed in their own wrappings at room temperature before they were baked; the prebaked frozen loaves, before they were tested for palatability.

Home Canning. Three mixes were canned: (1) ground pork and sodium chloride only, (2) the basic soy-extended recipe with the egg omitted, and (3) the basic soy-extended recipe. The mixes were packed in pint glass jars, partially sealed, and processed in a home pressure cooker for 70 minutes at 15 pounds pressure. The cans were then sealed and stored at room temperature until tested.

Preparation of canned loaves for baking. The ingredients in the basic loaf which had been omitted in lots 1 and 2 were added, and the loaves were mixed and shaped. The contents of some of the cans in lot 3 was left intact; that of others was crumbled then shaped into a loaf.

Baking. The fresh meat loaves and the frozen raw loaves after thawing were pressed flat into tin loaf pans, 4 by 2 by 2 inches, and baked at 350°F until the meat thermometer registered an internal temperature of 185°F. This required from 40 to 50 minutes. In the first part of the study they were baked in the oven of a standard home gas range. Later when a Despatch oven with a rotating hearth was available the loaves were baked in it. This ruled out to the maximum possible degree variability of baking conditions.

Palatability Tests

The judging was done between 11 and 12 o'clock each testing day. Two control loaves, which were prepared and baked just before the testing, were included: one made from the basic cereal extender recipe, the other made without the cereal. The loaves in each lot were sliced, placed on warm plates, and tasted by the judges immediately after they were baked. Portions of some of the lots were stored in the refrigerator overnight and again tested for palatability while cold.

Five to ten staff members served as the panel of judges. Each judge received a whole slice of the loaf and ate a sample of it. Each then ate a piece of apple to remove the flavor of the one loaf before sampling the next one.

In the score card 5 per cent was allotted for odor, 20 per cent for surface appearance, 15 per cent for consistency, 15 per cent for moistness, 25 per cent for flavor, and 20 per cent for general acceptability. Ten points were deducted from the score if the extender was noticeable or if there was too much or too little seasoning.

Per cent yield of the baked soy-extended loaves was determined on a basis of three pounds of ground meat. This amount produced a loaf of convenient size for family use. It was baked in a pan 8 inches by 2½ inches by 4 inches at 350°F to an internal temperature of 185°F or for about 2¼ hours.

Results and Discussion

Soy-Extended Loaves

The formulas for the 15 most acceptable soy-extended pork loaves are given in table 1; the palatability scores for these loaves, in table 2.

The formula for the acceptable loaf containing the maximum per cent (about 18) of soy grits and probably the maximum nutritive value is number 5 in table 1. Its palatability score, 34 to 40 (table 2), however, was not so high as that given several other formulas. Loaves which contained as high as 25 per cent soy grits were considered too cereal-like.

The formula which contained the optimum per cent, about 15, of soy grits and the minimum number of ingredients is number 15 in table 1. This loaf scored highest of the 15 loaves when baked in the fresh state (90 per cent) and almost the highest after it had been frozen and stored either in the fresh or baked state (82 per cent). This recipe was the one chosen as the basic soy-extended meat loaf formula for further study.

The soy grits absorbed both moisture and fat so that almost no drippings were present.

Oat-Extended Loaves

The formulas of the oat-extended loaves are given in table 3, and the palatability scores in table 4.

Use of long-cooking rolled oats resulted in a higher scoring product than did use of the quick-cooking variety. The latter resulted in a mushy texture. Ten per cent rolled oats proved optimum. The 15 per cent level used for the soy-extended loaf resulted in a characteristic oat texture (flaky) and in a too pronounced oat flavor.

Seven grams of salt, rather than the 8.2 g used in the basic soy loaf, proved sufficient with the lower cereal content. As the oats absorbed less fat than did the soy grits the addition of salt pork proved undesirable.

Pinhead oats was substituted for rolled

TABLE 1

Formulas for soy-grit-extended loaves

INGREDIENT	AMOUNT OF EACH INGREDIENT IN GRAMS														
	Loaf Number														
	1	2	3	4	5*	6	7	8	9	10	11	12	13	14†	15‡
Ground pork	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	453.6	547.4	453.6
Salt pork	56.7	56.7	56.7	42.5	56.7	56.7	42.5	42.5	42.5	28.3	28.3	28.3	28.3	—	14.1
Raw egg	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0
Soy grits	50.0	50.0	50.0	50.0	80.0	50.0	65.5	65.5	65.5	65.5	65.5	65.5	65.5	—	65.5
Boiling water	143.0	143.0	143.0	143.0	100.0	143.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0	75.0
Soy flour	—	—	—	11.4	11.4	—	—	—	—	—	—	—	—	—	—
Whole wheat flour	15.5	15.5	15.5	—	—	15.5	—	—	—	—	—	—	—	—	—
Brewer's yeast	—	21.5	4.3	12.9	5.0	21.5	17.2	—	17.2	17.2	—	—	—	—	—
Smoked yeast	28.3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wheat germ	5.7	5.7	5.7	11.4	5.7	5.7	—	11.4	11.4	11.4	—	—	—	—	—
Dried skim milk	15.0	15.0	15.0	20.0	15.0	15.0	—	—	—	—	—	—	—	—	—
Carrots	—	—	—	34.0	—	—	—	—	—	—	—	—	—	—	—
Green pepper	—	—	—	24.0	12.0	—	—	—	—	—	—	—	—	—	—
Celery	—	—	—	36.0	18.0	—	—	—	—	—	—	—	—	—	—
Parsley	—	—	8.0	—	—	—	—	—	—	—	—	—	—	—	—
Pimiento	—	—	30.0	—	—	—	—	—	—	—	—	—	—	—	—
Ground onion	24.0	24.0	24.0	12.0	36.0	24.0	24.0	24.0	24.0	12.0	12.0	12.0	12.0	12.0	18.0
Sodium chloride	4.4	—	6.6	4.4	6.6	—	—	—	—	6.6	6.6	5.5	—	—	8.2
Mono-sodium glutamate	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	—	—	—	1.0	2.0	2.0	2.0
Ground black pepper	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6
Rubbed sage	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Celery salt	3.5	3.5	—	—	—	3.5	3.5	3.5	3.5	3.5	3.5	1.8	2.7	2.7	—
Smoked salt	—	4.4	—	4.4	—	4.4	4.4	4.4	6.4	—	—	—	4.4	4.4	—
Paprika	—	—	2.0	—	—	—	—	—	—	—	—	—	—	—	—

* Number 5 contained the maximum per cent of soy grits and, with number 4, probably the maximum nutritive value.

† Number 14 was the control loaf without extender.

‡ Number 15 was the final or basic formula.

TABLE 2

*Summary of palatability scores of soy-grit-extended loaves: fresh, loaves frozen raw, and loaves frozen after baking**

FACTOR	Part 1: Fresh Loaves														
	Loaf Number†														
	1^1	2^1	3^1	4^1	5^1	6^2	7^2	8^2	9^2	10^2	11^2	12^2	13^2	14^2	15^2
Surface appearance	20	18	20	17	20	18	19	5	20	20	20	15	15	10	11
Odor	4	3	3	4	4	2	4	3	3	4	3	2	3	3	4
Consistency	15	15	5	15	5	13	15	15	15	11	15	15	15	10	15
Flavor	23	16	18	15	8	15	20	18	20	18	15	15	22	18	25
Moistness	13	15	10	15	10	10	13	13	15	14	5	12	15	10	15
Acceptability	20	18	13	18	5	18	20	18	20	20	20	18	20	10	20
Extender noticeable	−5	−5	−5	—	−10	−5	−5	−5	−8	−5	−8	—	−5	—	—
Too much or too little seasoning	—	—	—	−10	−8	—	—	—	—	—	—	—	—	—	—
Total score	90	80	64	74	34	71	86	67	85	82	70	77	85	61	90
	Part 2: Loaves Frozen Raw														
Surface appearance	20	20	20	20	20	12	15	15	19	20	20	20	20	10	10
Odor	5	5	4	4	4	2	4	4	2	3	3	2	3	1	4
Consistency	15	15	5	15	10	10	15	10	13	10	13	13	13	8	15
Flavor	22	22	16	13	8	15	25	15	18	12	10	14	18	10	18
Moistness	15	13	15	10	5	15	15	15	13	15	8	10	15	13	15
Acceptability	20	19	18	12	8	20	20	18	20	10	5	18	18	10	20
Extender noticeable	−5	−5	−5	−10	−10	−5	−5	−5	−8	−8	−5	−8	−5	—	—
Too much or too little seasoning	—	−5	−5	−8	−5	−5	—	—	—	—	—	—	−5	—	—
Total score	92	84	68	56	40	64	89	72	77	62	54	69	77	52	82
	Part 3: Loaves Frozen After Baking														
Surface appearance	20	20	16	16	20	12	15	20	19	20	20	15	20	10	20
Odor	3	2	3	3	2	2	4	4	2	2	3	2	2	1	5
Consistency	13	15	10	15	10	10	15	13	13	12	13	15	13	8	12
Flavor	20	18	20	15	5	15	22	15	18	15	10	15	20	10	18
Moistness	12	15	13	12	10	10	8	5	10	8	—	10	15	15	12

* Formulas for these loaves are given in table 1.

† Exponents to loaf numbers are the number of weeks the frozen loaves had been stored before being tested.

TABLE 2—*Concluded*

FACTOR	Part 3: Loaves Frozen After Baking														
	Loaf Number†														
	1‡	2‡	3‡	4‡	5‡	6‡	7‡	8‡	9‡	10‡	11‡	12‡	13‡	14‡	15‡
Acceptability	19	18	18	19	10	20	20	20	20	10	5	18	20	12	20
Extender noticeable	−5	−5	−5	−8	−8	−5	—	−8	−8	—	−5	−8	−5	−5	−5
Too much or too little seasoning	—	−5	−5	−5	−10	—	−3	—	—	—	—	—	—	—	—
Total score	82	78	70	67	39	64	81	69	74	67	46	67	85	51	82

TABLE 3

Formulas for oat-extended pork loaves

INGREDIENT	AMOUNT OF EACH INGREDIENT IN GRAMS					
	Loaf Number					
	1*	2	3	4	5	6
Ground pork	453.6	453.6	453.6	453.6	453.6	453.6
Rolled oats	50.0	50.0	40.0	40.0	50.0	50.0
Raw egg	48.0	48.0	48.0	48.0	48.0	48.0
Ground onion	18.0	18.0	12.0	18.0	12.0	12.0
Sodium chloride	7.7	7.0	7.0	7.0	7.0	7.0
Mono-sodium glutamate	2.5	1.5	2.5	2.5	1.5	2.5
Rubbed sage	.4	.4	.4	.4	.4	.4
Black pepper	.5	.5	.5	.5	.5	.5
Celery salt	—	1.0	—	—	1.0	—
Water	50.0	50.0	40.0	40.0	50.0	40.0

* Number 1 was the final or basic formula.

oats with comparable results, except that the texture was slightly looser. The use of cooked oats resulted in too wet a product. The formula rating highest was number 1 in table 3. The average palatability scores of the basic oat-extended loaves were lower than those for the basic soy-extended loaves: fresh, 81 per cent; frozen, 62 per cent; and prebaked frozen, 57 per cent. The fresh oat loaves were marked down chiefly because the flavor and texture of the oats were too noticeable and the consistency was too soft. Freezing resulted in decreased scores for surface appearance, consistency, and moistness.

Wheat-Extended Loaves

The formulas and palatability scores of the wheat-extended loaves are given in tables 5 and 6. The average score for the fresh basic loaf was less than that for either the soy- or the oat-extended loaves. The score for the frozen loaves was lower than that for the soy but higher than that for the oat-extended loaves. The flavor of the wheat-extended loaves was less meat-like than that of those extended with soy grits.

The wheat kernels which were toasted, ground in a Wylie mill, and passed through the largest mesh screen gave the highest scoring products. The flavor imparted by the cracked wheat purchased at the grocery store seemed stale compared with this freshly prepared product. The size of the grind was such that 27.5 per cent was retained on a 20-mesh screen, and 42.5 per cent passed through a 20-mesh but was retained on a 40-mesh screen.

The wheat absorbed more moisture than did either the soy grits or oats—100 g of water. Otherwise the basic formula was the same as for the basic soy-extended loaf.

Like the cooked oatmeal the cooked wheat resulted in too moist a product.

Mixed-Cereal-Extended Loaves

Loaves made with a cereal mixture scored

TABLE 4

*Summary of palatability scores of oat-extended pork loaves: fresh, loaves frozen raw, and loaves frozen after baking**

FACTOR	PART 1: FRESH LOAVES					
	Loaf Number†					
	1[0]	2[4]	3[4]	4[4]	5[3]	6[3]
Surface appearance	12	8	8	8	1	10
Odor	5	4	5	5	3	3
Consistency	12	12	15	12	12	15
Flavor	19	8	17	16	16	9
Moistness	15	12	15	15	8	10
Acceptability	20	20	20	20	20	20
Extender noticeable	−2	−6	−2	−4	−5	−5
Too much or too little seasoning	—	—	—	—	—	−2
Total score	81	58	78	72	65	60
	Part 2: Loaves Frozen Raw					
Surface appearance	10	12	10	10	15	15
Odor	5	4	4	4	4	4
Consistency	4	13	15	13	13	13
Flavor	23	18	22	17	19	12
Moistness	7	13	13	13	15	15
Acceptability	18	16	18	18	16	18
Extender noticeable	−3	−5	−2	−2	−5	−5
Too much or too little seasoning	−2	—	—	—	—	—
Total score	62	71	80	73	77	72
	Part 3: Loaves Frozen After Baking					
Surface appearance	5	5	5	5	8	10
Odor	5	4	4	4	4	4
Consistency	3	13	13	13	13	12
Flavor	24	17	22	23	17	18

TABLE 4—*Concluded*

FACTOR	PART 3: LOAVES FROZEN AFTER BAKING					
	Loaf Number					
	1[0]	2[4]	3[4]	4[4]	5[3]	6[3]
Moistness	7	13	8	8	13	13
Acceptability	18	16	18	18	16	18
Extender noticeable	−5	−2	−2	−2	−3	−2
Too much or too little seasoning	—	—	—	−2	—	—
Total score	57	66	68	67	68	73

* Formulas for the loaves are given in table 3. Number 1 was the basic formula.

† The exponents to loaf numbers are the number of weeks the frozen loaves had been stored.

lower than did those with the soy grit extender but slightly higher than did those with the oat and wheat extenders.

Variations in Other Ingredients

Amount of egg. Palatability scores for soy-grit-, oatmeal-, and cracked-wheat-extended pork loaves, in which levels of 0.0, 3.5, 7.0, and 10.0 per cent of fresh egg were used, are given in table 7. In the soy-grit-extended loaf, either 3.5 or 7.0 per cent of egg proved optimum. Loaves with 10 per cent egg had a surface film of egg and meat juices; those with no egg were considered too dry. In the oatmeal-extended loaves, 10 per cent egg resulted in optimum consistency; lower percentages resulted in too loose textures. Regardless of egg level, all cracked-wheat-extended loaves were crumbly.

Form of egg. When 8 g of dried whole egg, or screening, or collector powder were each substituted for the 32 g (7.5 per cent) of fresh egg per pound of meat in the soy-grit-extended formula no significant differences in acceptability of the loaves resulted (table 8). Evidently these by-products of egg drying, which at present have no economic value, may be used in cereal-extended meat loaves as satisfactorily as the dried egg.

Seasonings. The kinds and amounts of

TABLE 5

Formulas for wheat-extended pork loaves

INGREDIENT	AMOUNT OF EACH INGREDIENT IN GRAMS				
	Loaf Number				
	1*	2	3	4	5
Ground pork	453.6	453.6	453.6	453.6	453.6
Salt pork	14.1	14.1	14.1	14.1	14.1
Raw egg	48.0	48.0	48.0	48.0	48.0
Graham flour	—	65.5	—	—	—
Whole wheat grain toasted and ground in a Wylie mill; cooked 1 hour in double boiler	65.5	—	—	—	—
Cracked wheat, purchased as such; uncooked	—	—	65.5	—	—
Whole wheat grain toasted and ground in a Wylie mill; uncooked	—	—	—	65.5	—
Cracked wheat purchased as such; cooked for an hour in a double boiler	—	—	—	—	65.5
Ground onion	18.0	18.0	18.0	18.0	18.0
Mono-sodium glutamate	2.0	2.0	2.0	2.0	2.0
Sodium chloride	8.2	8.2	8.2	8.2	8.2
Rubbed sage	.4	.4	.4	.4	.4
Black pepper	.6	.6	.6	.6	.6
Water	100.0	75.0	100.0	100.0	100.0

* Number 1 was the final or basic formula.

seasonings added and the resulting palatability scores are given in tables 1 to 6.

The basic soy-grit-extended loaves in which 20 g of hydrolyzed vegetable protein was substituted for the 2 g of mono-sodium glutamate scored 63 for general acceptability as compared with 89 for the original; and 10 for flavor compared with 24 for the original, out of a possible 25. The substitution of only 10 g of the hydrolyzed vegetable protein and the retention of 4 g of sodium chloride in the formula resulted in a score of 69 for general acceptability and 10 for flavor.

The loaves in which celery salt and Worcestershire sauce or Kitchen Bouquet or Vitalox were substituted for the sodium glutamate scored almost as high in general acceptability, 86, as did the basic loaf and slightly lower, 19, in flavor. The loaves containing Kitchen Bouquet scored 88 for general acceptability and 23 for flavor. Less Worcestershire sauce was required than Kitchen Bouquet or Vitalox.

Formula Substituting a Meat Sauce and Celery Salt for Sodium Glutamate

	Grams
Ground pork (36.5% fat)	453.6
Fresh egg	24.0
Soy grits	65.5
Water	75.0
Onion	18.0
Sodium chloride	8.7
Worcestershire sauce	3.0
or	
Kitchen Bouquet	6.0
or	
Vitalox	6.0
Ground black pepper	6.0
Rubbed sage	0.4
Celery salt	1.8

Water. Fifty grams of water proved to be the minimum that could be added to the soy-extended and to the oat-extended loaves for loaves of optimum palatability; 100 g, the least for the wheat-extended loaves.

Fat. Pork which contained less than 36.5 per cent fat resulted in too dry a product with the basic soy-extended recipe. The dryness was overcome by the addition of 14.1 g ground salt pork, which also carried considerable flavor. The oat-extended loaves did not absorb so much fat as did the soy- or wheat-extended loaves. The amount of water which could be absorbed by each type of loaf was determined by the fat content.

Temperature of loaves when tested. Whether

TABLE 6

*Summary of palatability scores of wheat-extended pork loaves: fresh, loaves frozen raw, and loaves frozen after baking**

FACTOR	PART 1: FRESH LOAVES				
	Loaf Number†				
	1[0]	2[3]	3[1]	4[4]	5[1]
Surface appearance	7	2	5	12	5
Odor	2	4	4	4	4
Consistency	14	10	—	9	9
Flavor	13	11	7	16	14
Moistness	12	13	9	6	12
Acceptability	18	15	15	15	15
Extender noticeable	−7	−2	-8	−2	−8
Too much or too little seasoning	−2	—	—	—	—
Total score	57	53	32	60	51
	Part 2: Loaves Frozen Raw				
Surface appearance	20	17	8	15	6
Odor	4	2	4	5	3
Consistency	13	7	4	13	4
Flavor	14	4	13	20	23
Moistness	13	15	15	15	13
Acceptability	19	10	17	19	19
Extender noticeable	−4	−4	−7	−2	—
Too much or too little seasoning	—	−3	−2	—	−3
Total score	79	48	61	85	65
	Part 3: Loaves Frozen After Baking				
Surface appearance	16	7	9	12	13
Odor	4	4	5	5	4
Consistency	15	13	7	13	—
Flavor	14	3	15	19	14

TABLE 6—*Concluded*

FACTOR	PART 3: LOAVES FROZEN AFTER BAKING				
	Loaf Number†				
	1[3]	2[3]	3[1]	4[4]	5[1]
Moistness	13	11	13	15	15
Acceptability	16	10	16	18	17
Extender noticeable	−3	−3	−1	−3	—
Too much or too little seasoning	—	−4	−3	—	−3
Total score	78	41	65	79	60

* Formulas for the loaves are given in table 5. Number 1 was the basic formula.

† Exponents to the loaf numbers are the number of weeks the frozen loaves had been stored.

the oat-, soy-, or wheat-extended loaves were tested hot or cold made little difference in their palatability scores.

Effects of Freezing, Canning

Freezing. The palatability scores for the frozen soy-extended loaves, whether they were frozen before or after being baked, were similar to those for the fresh loaves (tables 2, 4, and 6). Although some of the frozen loaves scored lower than the fresh, others rated higher; similarly, some of the loaves frozen raw rated higher and some lower than those frozen baked. Except for one type each of the frozen oat- and wheat-extended loaves, the total scores were higher than those of the fresh, especially in flavor.

The frozen prebaked loaves sliced particularly well in most cases, probably because the fat was well congealed. Loaves extended with rolled oats or with pinhead oatmeal had a firm and more desirable consistency when they were frozen prebaked than when they were frozen raw (table 9).

Canning. The canned ground meat to which only salt had been added had a good flavor, but it did not hold together. The soy-extended loaf mixture canned without the addition of egg had a firm, loaf-like texture

TABLE 7

Effect of fresh egg levels of 0.0, 3.5, 7.0, and 10 per cent on the palatability of pork loaves extended with soy grits, oatmeal, and cracked wheat

KIND OF EXTENDER	AMOUNT OF EGG	AVERAGE PALATABILITY SCORES		
		General Acceptability* (100)	Moistness† (15)	Consistency† (15)
	%			
Soy grits	0.0	70	7	13
	3.5	73	10	12
	7.0	71	10	11
	10.0	61	10	6
Oatmeal	0.0	65	8	0
	3.5	63	8	0
	7.0	75	15	3
	10.0	82	15	10
Cracked wheat	0.0	—‡	0	3
	3.5	—	0	3
	7.0	—	0	0
	10.0	—	0	0

* Based on a score of 100.

† Based on a possible score of 15.

‡ These loaves were scored for moistness and consistency only.

TABLE 8

Effect of dried egg on the palatability of fresh soy-grit-extended pork loaves

FORM OF EGG	AMOUNT OF EGG PER LB. OF FRESH MEAT	AVERAGE PALATABILITY SCORES			
		General Acceptability* (100)	Flavor† (25)	Consistency‡ (15)	Moistness‡ (15)
	grams				
Raw§	32	85	14	11	15
Dried whole	8‖	91	16	15	15
Screenings	8‖	85	14	15	11
Collector powder	8‖	89	14	15	15

* Based on a score of 100.

† Based on a possible score of 25 (onions were unavailable for this experiment).

‡ Based on a possible score of 15.

§ This loaf rated higher in every characteristic than it had in earlier studies, perhaps because the judges were developing a greater liking for it.

‖ Rehydrated with 24 grams of water.

TABLE 9

Effect of freezer-storage before and after baking and the form of oats on the palatability of oatmeal-extended pork loaves

FACTOR	FRESH LOAVES				STORED FROZEN LOAVES*			
	Rolled oatmeal		Pinhead oatmeal		Rolled oatmeal		Pinhead oatmeal	
	Hot	Cold	Hot	Cold	Frozen raw†	Frozen baked‡	Frozen raw†	Frozen baked‡
Surface appearance	5	5	—	—	3	3	3	3
Odor	5	5	5	5	5	5	5	5
Consistency	12	12	12	12	4	15	4	15
Flavor	23	23	20	20	12	10	14	12
Moistness	15	15	15	15	11	11	11	11
Acceptability	20	20	20	20	18	19	18	19
Extender noticeable	—	—	−2	−2	−3	−3	−3	−3
Too much or too little seasoning	—	—	—	—	—	—	—	—
Total score	80	80	70	70	50	60	52	62

* Stored 2½ months.

† Tested when hot.

‡ Tested when cold.

when it was removed from the can; however, in the process of mixing it with the egg, it lost its cohesiveness and did not regain it upon being reformed into a loaf and baked. The third mixture, which contained all of the ingredients and which was removed carefully from the can and baked in its original shape, retained its firmness; when it was broken up upon removal from the can and then reshaped before baking it crumbled as much as the other two canned loaves.

Per Cent Yield

The per cent yield of the baked soy-extended loaf was 80 per cent. Loss during baking was: 10.5 per cent to evaporation and 9.6 per cent (largely fat) to drip. The loaf before baking weighed 1,966 g (4.3 lb), after baking, 1,571 g (3.5 lb).

In Short . . .

Do Graduates Know?

JEAN I. HART
Northern Illinois State Teachers College

Democracy begins at home and it begins very early in the morning—not at breakfast, but when the first reluctant eye is opened by the first devilish trill of the alarm clock and when everybody thinks that everybody takes too long in the bath.

The *Home*, and *not* the college of political science, is the place to learn democracy. . .Every family unit that manages to turn itself into a true democracy in miniature, is a direct help toward the creation of a modern world which is going to be, we most deeply hope, a democracy at large.

In our home economics course at Northern Illinois State Teachers College, the home management house is organized as such a family unit as Jan Struther thus describes. In a recent study there, we tried to discover what attitudes and democratic practices resulted from work done in the house.

For this study, we chose 56 graduates who had lived in the house and had been away from college for at least two years, including teachers, businesswomen, WAC's and WAVES, as well as homemakers, some of whom were living near camps with their husbands.

During residence in the house, group and individual conferences serve as a melting pot for differences and result in smoothing the way to more integrated patterns of living together. At first these conferences are rather stilted, but free expression of opinion colors the conferences as the period advances.

At the close of the period the girls are asked to summarize their experience. These summaries have helped girls to clarify their own thinking and have served not only as an evaluation device but as a means of improving the experience for later groups in the house.

Though satisfied from their responses that we were moving in the right direction, we wanted to determine how completely these attitudes were carried over into home situations and professional life. Accordingly we sent a questionnaire to all students who had been graduates for two years. This questionnaire attempted to discover: the retention of attitudes concerning management of time, energy, money; ability to make independent decisions; attitudes toward standards set by the group; ability to live with others under differing circumstances; changes in attitudes since college; breadth of interests in the community and in international problems; individual growth; attitudes to wartime issues as rationing, housing, personal relations, marriage.

Findings

Our conclusions as to the carry over of attitudes formed in the home management house were that:

1. Attitudes of living with others are definitely developed, improved, and made more permanent by work in the home management house.
2. To make possible the greatest growth, there must be adequate opportunity for decision making under guidance in all phases of homemaking as well as increased effort for freedom of thought and action during the experience.
3. Attitudes and standards are clarified and improved by practice after college.
4. Probably no other area gives the student such a true picture of integrated homemaking as does this experience.
5. As time is an important factor in the maturity and stability of these attitudes, the period must be long enough to achieve this.
6. New interests, mental and physical, should be a part of the experience.
7. Development of adequate social attitudes toward rationing, housing, and rights of other people is a definite need.

Whither Now

This study has led us to analyze our offerings

critically, to clarify our goals, determine what types of experience will help achieve these goals, and what evidences we have that students have achieved them.

Though satisfied that in many respects we were gaining these goals, we analyzed again and again in the light of present-day problems the experiences that were offered. We omitted some, added others.

The time-consuming problems that have revolved around shortage of supplies and the adjustment problems associated with absent husbands and friends have curtailed unnecessary activities. Perhaps they are helping us to improve our ways of living, to be more motion-minded, more desirous of economy of effort, and more interested in well-thought-out placement of equipment and material goods.

Likewise, they should encourage us to *use* more wisely our resources, which we will need to *analyze* more critically. Often we fail to recognize the resources of a garden, books, campus beauty in springtime, as well as the individual who differs from ourselves.

Attitudes for the peacetime world are in the making. Can we as home economists afford to relegate to a minor role the home management house, which provides such an excellent training ground for meeting the vital problems of life.

Making Biscuits for Canning

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Winthrop College, Rock Hill, South Carolina
and JANE KETCHEN
Marketing Specialist
South Carolina Agricultural Extension Service

The prevalence of complaints about the rancid and bitter taste of the home-canned biscuits being sent to servicemen overseas led workers in the home economics and agricultural extension service units at Winthrop College to set up an experiment to determine the materials and conditions that would produce the best biscuits for shipment overseas. The aim of the experiment was to develop biscuits which would be free from rancid and bitter flavor, firm and smooth in texture, and capable of being reheated.

Test Procedure for Part I

A basic baking powder biscuit recipe was selected for the experiment, and biscuits were made by this recipe in 36 different combinations. The amounts of flour, salt, and milk were held constant in all 36 mixings, while the proportions of single-acting baking powder, double-acting baking powder, animal fat, and vegetable fat were varied. All the measuring, mixing, and cutting was done by the same persons.

As soon as the biscuits were baked they were packed piping hot into number two plain tin cans that had been lined with waxed paper. Waxed paper was also placed between each biscuit. The cans were sealed immediately, processed for 30 minutes at 10 pounds pressure, cooled as quickly as possible, and then placed on the pantry shelf to stand for three months. At the end of the three months they were opened and the biscuits from each can were examined and re-examined for taste, texture, odor, and breaking qualities.

Results of Part I of Experiment

Biscuits baked with animal fat proved to be rancid in flavor. Those baked with double-acting baking powder were both rancid and bitter. The "best" product from the lot of 36 recipes and bakings was obtained from the use of vegetable fat and single-acting baking powder.

Test Procedure for Part II

The second half of the experiment was made for a twofold purpose: to find out if the same good product could be obtained every time the "best" recipe was used and to determine how the flavor and texture of the biscuits would be affected by heating.

This time there were 12 mixings—all by the same recipe. When the cans were opened at

the end of the three-months waiting, some were opened unheated and some were heated in boiling water for 30 minutes.

Results of Part II of Experiment

The cold biscuits were consistently of the same fine flavor and texture as the "best" product in the first bakings. The biscuits heated in the cans were superior in texture as well as in odor and flavor.

Conclusions

This experiment showed that: (1) A reasonably good product can be obtained when biscuits are canned; (2) vegetable fat produces a better canned biscuit than animal fat, the latter tending to add a rancid flavor; (3) single-acting baking powder is more satisfactory than double-acting, the latter tending to produce a bitter flavor; (4) the best recipe and procedure for making biscuits for canning is as follows:

2 c sifted plain family flour
2 tsp *single-acting* baking powder
3 Tbsp vegetable fat
1 tsp salt
¾ c sweet milk

Sift together the dry ingredients and cut in the fat. Add milk slowly until a soft dough is formed. Toss on floured board and knead gently, then roll lightly to one-half inch thickness. (A thinner biscuit tends to be too dry.) Select a biscuit cutter about the size of a number two tin so that there will be little wasted space when the cans are packed. Cut as many biscuits as possible from the first rolling. Bake on an ungreased baking sheet in a hot oven (450°F) for 15 minutes. (This method will produce a light brown biscuit that will not be too dry.)

Pack while hot in waxed-paper-lined cans putting waxed paper between each biscuit. Seal and process cans for 30 minutes at 10 pounds pressure. Remove from steam pressure cooker, cook quickly, and label: "Biscuits. Heat can in boiling water for 30 minutes."

This experiment was designed primarily to find out how to bake and can the best biscuits to send to boys overseas, but its results may be equally useful to hikers, campers, and tourists.

Evaluation Materials

CLARA BROWN
University of Minnesota

Much of what has been regarded as *home economics* subject matter may well comprise an important part of *general education*. Home economists certainly can make a major contribution to education for personal and family life, although obviously other groups must share in any effective program. Instructional materials and also evaluation materials for use in measuring the learning which has taken place are greatly needed in home economics.

Invitation to Help Develop Tests

Because they recognized such facts the executive committee of the American Home Economics Association accepted an invitation in 1944 to appoint three persons to serve on a joint committee with representatives from the measurement and guidance committee of the American Council on Education to determine whether home economists should collaborate with the Co-operative Test Service in developing evaluation materials. The committee was granted $250 by the AHEA and more than three times that amount by the American Council on Education.

This committee of the AHEA sent to about 1400 persons a check list of "Outcomes of Education for Effective Living in the Modern World," a pamphlet on "The Need for Evaluation in General Education," and the "Questionnaire on Collaboration with the Co-operative Test Service" with appropriate letters of transmittal. The check list had been developed in co-operation with a committee of the National Society for the Study of Education working on the Society's 1946 Yearbook, which deals with the "Measurement of Understanding." A thousand of the 1400 were home economists—half of them a random sampling

of high school teachers who were members of AHEA—and about 400 represented other groups.

Ninety per cent of those who replied approved the plan for working with Co-operative Test Service.

The returns were gratifying from several standpoints. Of the college teachers to whom materials were sent 68 per cent replied, and they represented 83 colleges in 34 states. Of the state supervisors 50 per cent replied. Most of the respondents filled out the check list and questionnaire with great care, and many of them sent supplementary letters. A large number of them indicated their willingness to help construct evaluation materials, to criticize those developed by others, or to try out preliminary drafts.

A committee on evaluation was appointed last summer to serve in an advisory and coordinating capacity with subcommittees in foods and nutrition and textiles and clothing to develop tests in these fields. Their names appear in the September issue of the JOURNAL on pages 475 and 476. These subcommittees will work under the direction of the Co-operative Test Service but will submit to the committee on evaluation for its approval the proposals and materials which they develop.

Methods of Sterilizing Jars

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South Dakota Extension Service
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South Dakota State College

In classes or demonstrations in which canning methods are taught, jars are generally sterilized by completely submerging them in water and boiling them 15 or 20 minutes. Many homemakers, however, sterilize jars by standing them inverted in a pan containing two to three inches of water and boiling the water 15 to 20 minutes. They prefer this method because it results in sterilizing more jars at one time and thus saves time.

Because the shallow-pan method of sterilizing jars is used extensively, its effectiveness was tested.

Procedure

Four pints and two quart jars were washed in hot soapy water and rinsed in hot water. Two pints and one quart were completely submerged in water in a covered kettle. The other two pints and one quart were inverted in two and one-half inches of water in a shallow aluminum dripping pan. Both vessels of jars were boiled for 15 minutes.

Each jar was then rinsed with 1 cc of sterilized distilled water, and this 1 cc of water from each jar was used to inoculate an agar plate.

Results

After an incubation period of one week the plates (petri dishes) were observed. A white mold growth (*B. subtilis*) was present on the plates containing inoculations from the quart and one of the pints that had been sterilized by being completely submerged in water. A plate containing the inoculation from one of the pints sterilized by the shallow-pan method showed *rhizophus* mold. The other two plates containing inoculations from the jars sterilized in the shallow quantity of water showed no contamination.

The pint sterilized by the shallow-pan method, which showed incomplete sterilization, had stood a little to one side in the pan and the heat under that portion of the pan was not so great as under the rest of the pan. As a consequence, the water was drawn up into this jar, filling it full several times. As long as the water was boiling rapidly, the water did not rise in the other two jars.

Conclusions

Our conclusions were that: (1) The shallow-pan method of sterilizing jars is fully as effective as the method of completely submerging jars in water. (2) Complete sterilization may not be obtained with either method when the

jars are boiled only 15 minutes. (3) If the shallow-pan method of sterilizing jars is used, the water should boil vigorously throughout the boiling period in order to keep the jars filled with steam.

Newfoundland Missionaries

VIRGINIA HARMS

Director of Home Economics
Junior College, Beirut, Lebanon

In Newfoundland, where most of the people earn their livelihood through codfishing and where illiteracy prevails, extensive plans for adult education, similar to rural extension programs in the USA, are now under way.

Florence O'Neill, a Newfoundlander who recently received her PhD from Columbia University, visited the University of Wisconsin last summer to learn how extension service was conducted in that state. She then invited Grace Rountree Duffee, assistant state home demonstration leader, to come to Newfoundland and help her organize an extension program there. She also asked Per Stendland, a fellow student at Columbia and a former folk school teacher in Sweden, to collaborate with her and Mrs. Duffee.

Conditions in the Country

When the two envoys arrived in Newfoundland they learned that an infinitesimally small percentage of the population can read and write and that the capital city, St. John's, has the only daily newspaper. Because of its exceedingly critical financial straits, Newfoundland in 1933 again became a British crown colony after 100 years of autonomy.

Adult education is in its embryonic stage, and the few itinerant rural workers have to spread their efforts over too wide a region to be truly effective. The constructive Jubilee Guild, a women's group, is teaching women to weave cotton materials, for which the Guild has provided a selling outlet.

Home canning—"bottling" as they call it—is a foreign skill. Families subsist mainly on four staples: fish, potatoes, turnips, and tea. The women have suffrage but it is unequal—they go to the polls at 25, the men at 21. Although most of the Newfoundlanders earn their living by fishing, few know how to swim. Their methods of fishing are antiquated and their knowledge of soil improvement slight.

Training Program

With this information as to the problem, Dr. O'Neill, Mrs. Duffee, Per Stendland, and a co-operating local group got to work. Dr. O'Neill then asked the government for six extra rural workers and received permission to hire them. She brought the entire staff together for three months of intensive training.

Mrs. Duffee pointed out that extension workers have found that real learning takes place if people are exposed to a given piece of information in four ways—hearing, discussing, seeing, and doing—that together these approaches result in changes in attitude and procedure. She told them how extension develops and gives recognition to leaders in rural communities and how it co-operates with government agencies, nonprofit organizations, and commercial concerns.

Adapting her program to the situation in Newfoundland, Mrs. Duffee suggested ways to improve the family food supply and thus the health of the people. Babies never get cod liver oil, and rickets is not uncommon in this country. Eighty per cent of the inhabitants have active tuberculosis. She recommended, therefore, that the newly appointed rural workers enlighten men on how to increase the productivity of the soil and women on how to preserve and use the food produced.

A program for boys and girls similar to that of our 4-H clubs was enthusiastically planned. Each class member worked out a suitable project and a yearly program for one Newfoundland youth group. Projects considered included gardening, net mending, making chairs and tables, making wool comforters, and raising potatoes. Garden projects aroused the most interest.

Plans for Education

The new rural extension workers hope to be stationed in the same community for at least a year. Accessibility of families will be a factor in selecting a community in which the worker is to reside. Four miles is considered easy walking distance—and they do mean walking! Only the well to do own cars. Most conveyances are drawn by horses, which look like ponies.

Rural workers hope also to teach the people to read St. John's daily paper and the weekly press of other parts of the country, to gain background for intelligent discussion of current events at their meetings, and for better understanding and solution of local government problems.

These rural workers will co-operate with district agriculturists to help revitalize the soil with fertilizers, introduce agricultural machinery, and import pure-bred livestock—or at least better strains than they have now. They will also collaborate with the department of health to improve living standards. Only the larger communities can boast of doctors and nurses. The principles of first aid are unknown except to fishing boat captains.

In all areas functional rather than academic learning will be stressed, but it is difficult to raise living standards in a country where production methods are antiquated, literacy is low, and duties imposed on imports are high. Books make almost the sole duty-free item. Profiteering, though frowned upon, is widely practiced.

Trained agriculturists and home economists could do much for the people, but the employment is financially impossible. Men and women such as those under the direction of Dr. O'Neill—who are superior to their contemporaries and wholeheartedly interested in raising living standards—are the new missionaries in Newfoundland.

What Is Intercultural Education?

No school could fully discharge its obligation to the parents of a community which did not make its curriculum include something of the cultural heritage of each group represented by its pupils. . . .

Today, we realize that the frustration in many adults began in the classroom where, constantly hearing of the achievements of other kinds of people and learning nothing concerning people like themselves, they got no sense of personal worth. . . . Likewise, superiority complexes and antisocial attitudes . . . can be traced to a single cultural emphasis. . . . A textbook like "World History in the Making," purporting to give the achievements of mankind from prehistoric times until 1789 A.D., makes no mention of certain important contributions before Europe emerged as a civilized community—to wit, that China had produced the compass, gunpowder, and movable type; that Africans were using iron while Europe was using bronze; and that India had developed great systems of philosophy. . . .

Asked why she thought white people were superior, a high school girl replied, "Because we have had culture longer than other people." She had not been told of China's approximate 4,000 years of continuous culture. Another pupil, asked why white people objected to association with Negroes, answered, "Because they have all been slaves." She had not been taught about slavery in the history of white peoples nor about the white indentured servants in America whose early status was comparable to that of the African servants.—E. HAROLD MASON, *School and Society*, October 20, 1945.

It's a Good Idea! . . .

What device or approach have *you* found successful in teaching? High school, elementary school, and college teachers, extension workers, and business home economists who work with adult groups have problems which are basicallly similar. What any one of these persons finds effective in bringing about desired results can often be modified somewhat and used equally effectively with other age groups.

We want you to write to us and tell us about these successful techniques so that we can pass them on to others through this new department in the JOURNAL. The person who is social-minded rather than self-centered will not let "modesty" prevent her reporting such techniques, knowing that whatever helps another home economist do a better job also serves to advance the profession.—THE EDITOR.

Storytellers

Teacher: E. ALINE BROWNLIE, Woodrow Wilson Junior High School, Des Moines, Iowa

Three fourths of the ninth grade homemaking class took care of children outside their homes . . . and didn't enjoy it! At their request, we planned the unit on child development to increase understanding of children, to work out easier ways to handle them, and to find some fun in doing it.

Each girl served for 10 hours in a nearby community day care center sponsored by the Salvation Army and directed by trained leaders. The girls were so interested in the work there that they kept their schedules even during school holidays, because "the children will be expecting us."

They also spent extra time after school hours and on Saturdays making equipment for the center, after they had become aware of the handicap under which the staff worked because of the scarcity of materials.

Storytelling was part of their assignment at the center, and they practised the art with the homemaking class. One pretty Negro girl held the rest spellbound as she spun her tale of the animals who one by one joined a jungle band hastening to aid the poor frightened mouse by the waterhole "where something moans and groans and howls and pushes things around."

She had passed the eighth grade on probation "because of lack of interest and aptitude in all her subjects," but she learned this five-page story to tell to little children, and a professional storyteller could not have done it better. The day care center rated her as excellent in ability to handle children, in use of time, and in resourcefulness.

Another student—rather a solitary, unresponsive girl—after her third day at the center, ran to me, her face glowing, "They like me! When I left today, those children cried and made me promise I'd come back tomorrow."

The storytelling work had a marked effect on the girls in another way: they made a real effort to correct grammatical errors, improve diction, and break themselves of undesirable mannerisms. "You see, children copy grown-ups."

Antidote for Noise

Teacher: MRS. LLEWELLYN SHELTON, Leah Harvey Junior High School, Santa Fe, New Mexico

Anyone who has taught seventh grade girls knows that in their enthusiasm over a project they often become noisy. We found that one way to prevent this in a class studying child care was to have the girls, as they sewed on children's toys, take turns telling stories suitable for small children. While they were learning to sew without talking they were also learning what types of stories are suitable for children of different ages and how to tell stories effectively.

EDITOR'S SUGGESTION: If you've never seen "Storytelling," a 35-cent bulletin of the Association for Childhood Education, do send for

it. It makes the reader want to learn the art of storytelling. Fifteen persons, each well known in the field of children's literature, contributed a section to it. There's also a good list of books, stories, and poems to use. Order it from the Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Department Finance

Teacher: RUBY CLARK, Clinton (Arkansas) High School

Our homemaking pupils budget and manage the money assigned to run the department—about $3 per pupil per year. The girls, with my help, decide how much is needed each month and budget expenditures. Those in food classes plan menus, get my approval of them, and purchase food needed, using criteria we have set up.

After they have bought the food, they enter all expenditures in the ledger and file the bills. Together we check bills and the ledger regularly to determine if accounts are correct and if classes are living within the budget.

The ledger furnishes information needed for figuring meal costs and food prices at different seasons and for determining departmental needs. Accurate accounts have been kept for the last five years and pupils say with pride, "We have lived within our budget."

Shoe Repairman, Teacher

Teacher: MADELINE GREAVES, Morrisville, Vermont

Home town persons can be used to advantage in homemaking classes. These "outsiders," specialists in their own lines, add zest to classwork and help inform the community about the work of the department. They sometimes need some coaxing to give these talks but are really pleased to be asked and would be disappointed if we "took no for an answer."

Our local shoe repairman helped teach the good grooming unit for the junior high class. When I asked him for a demonstration of shoe shining he refused at first. But when I pointed out that care of shoes is vital these days and that his pointers would be appreciated, he came and gave an excellent demonstration.

He sold polishing cloths to the girls at cost and left equipment in the laboratory for them to use. The whole school soon heard how much fun we had with this lesson.

Two shoe merchants helped me teach one phase of the unit on care and selection of clothing, with their store as classroom. They found old shoes, ripped them up, showed all the parts clearly, displayed new shoes, and told us about wartime construction. I learned from them more about McKays, Littleways, Stitchdowns, and the like than I'd ever known before; and there isn't a girl in the class today but could examine a shoe and give you the complete story of its construction.

Another local department store let us come in to study slips and stockings. The home demonstration agent brought her pressure cooker to school one day and gave a beet-canning demonstration.

Budgeting

Teacher: FRANCES RAST, Byars-Hall School, Covington, Tennessee

After much encouragement the girls decided to record their expenditures for a month to determine how much money the average high school girl needed. At the end of the month, they agreed that keeping accounts and budgeting expenditures was worth while.

Motivating Make-overs

Teacher: HELEN BROWN, Brandon (Vermont) High School

Most of our sophomores are from low-income families but have had an aversion for make-overs. Therefore, I brought to class for their consideration one of my own dresses, a blue spun rayon, and presented its shortcomings.

The girls decided that it would be most satisfactorily made over into a jumper, and then proceeded to choose the pattern. Discussion of whether I should have a jumper with a normal waistline or one with a long bodice and a gathered skirt led to consideration of line and of the effect of each with my figure. They

decided on the dress with the natural waistline: "She asked our advice, and we don't want our teacher to look funny!" The problem of blouses to harmonize with this jumper led to study of color and color harmony.

As a result of this 75-minute study of *my* make-over problem six of the girls brought old dresses, jumpers, and coats to class to be made over. To inspire others, I took snapshots of the most impossible looking ones and then of the same garments in their next incarnation.

Management Project

Teacher: Mrs. Loree Collins McDonough, Round Valley High School, Springerville, Arizona

Sixteen sophomore girls selected as their project for the year making the home economics department more attractive and convenient. They applied good management principles in carrying it out: studied needs; considered resources (pictures, vases, flowers, money); made a plan (setting up problems within the project and dividing the class into committees to solve them); tried out the plan (making some motion studies for furniture arrangement, studying window arrangements before selecting curtain materials); and checked results (evaluating them).

Recreation for Cripples

Teacher: Virginia Sloan, Marshall (Missouri) High School

To apply what she had found out about care of children, each girl in the class planned and handled the recreation of one child of the Blosser Home for Crippled Children.

These children have adequate physical care but long for someone to play with them. Miss Tener, superintendent at the home, therefore, wrote out for us the desires and characteristics of each.

One boy wanted to play the piano but couldn't read the notes. The musicians of our class made him their protégé. Several boys wished to make model airplanes but were not allowed to use a razor except when an older person was around. Other children wanted to create things from tinker toys, or make doll clothes, or play ball. Twice a week for about six weeks, each child had one of the girls of our class helping him to do the thing he liked best.

Furnishings for a Couple

Teacher: Mrs. Doris H. Jackson, Caesar Rodney School, Wyoming, Delaware

When we study furnishings, a salesman from one of the local furniture stores gives the class a talk on construction, woods, and fabrics used in furniture making. This same store lets the girls arrange two large show windows and has a window card announce that fact to the public.

Each student then selects the furniture for a living room for "a young couple just starting out." I urge them to use such economical but creatively satisfying items as unpainted furniture and handmade rugs and draperies, but even so they are always amazed at how much furnishing such a room costs.

Home Furnishings

Teacher: Dora Edwards, Sherwood (North Dakota) Senior High School

As we could not get Venetian blinds for the windows of our department we made attractive roller curtains from striped ticking of a purple and gray which harmonized with our draperies. To make those draperies hang better we used a casing stitched to them after the pleats were made.

For each window of the kitchen and the hot-lunch room we made curtains of four lengths of cheesecloth, the outer lengths of which we dyed yellow. We starched them but did not sew these lengths together—a fact which made them easy to launder.

For cookie jars, we enameled two-pound coffee jars, using a contrasting color for the cover and applying a decal to one side of the jar.

A sewing machine serviceman motorized the best of our treadle machines at small cost, since we kept the same table.

Letters from Our Readers . . .

Costs of Enrichment

In the "Addenda" on page 403 of "The Enrichment Program—How It Grew" in the September issue of the JOURNAL, there is an incorrect statement as to cost of the enrichment of bread versus that of flour. *Actually the cost of enriching ingredients for 100 pounds of flour (equal roughly to 150 pounds of bread) at the dough stage in the bakery is the same as that for enrichment of 100 pounds of flour in the flour mill, within a third of a cent.*

In either case the cost of ingredients is about $0.065 per 100 pounds of flour. Other costs—including labor, analytical control, special labeling—vary with the size of mill or bakery but do not differ materially in the two types of establishment. Total costs are about 8 or 9 cents per 100 pounds of flour whichever way enrichment is done.

The error in statement may have arisen (1) from difficulties in computing costs of enrichment when bakers also use milk and as a result buy enrichment tablets with less synthetic riboflavin because the milk supplies part of this vitamin required by the standard for enriched bread or (2) from confusion of costs with the differential in ceiling price permitted by OPA for enriched flour—12 cents per hundred pounds of flour.

Milk, of course, adds materially to the protein quality and physical characteristics of the bread; and bakers in general are willing to pay for these advantages even though their cost is several times greater than the cost of enrichment ingredients.—R. R. WILLIAMS, *Chairman, Committee on Cereals, Food and Nutrition Board, National Research Council.*

EDITOR'S COMMENT: We stand corrected. OPA ceilings, of course, are never based on minimum costs, sometimes not even on average costs, but rather on costs which protect smaller producers. And most millers sell their enriched flour for less than this ceiling allows—for 8 to 10 cents per hundred pounds above enriched.

From Inertia to Action

May I congratulate the JOURNAL OF HOME ECONOMICS on the impartial presentation of the enrichment program which appeared in the September issue. I am chairman of the legislation committee of the State Nutrition Committee of Michigan; and we intend, although beaten by inertia in 1945, to go to the legislature again in 1947.—HOWARD B. LEWIS, *Professor of Biological Chemistry, University of Michigan Medical School, Ann Arbor.*

Natural Vitamins

Home economists may want to point out to others the fallacy of one argument commonly expressed by those who oppose enrichment, an argument not mentioned in the article "To Enrich or Not to Enrich: A Symposium," published in the September issue of the JOURNAL.

The impression seems to exist that the use of "chemical" products rather than "natural" products for the enrichment of bread or flour is objectionable. The term "chemical" is being applied to those products which are synthesized or manufactured by the chemist; the term "natural," to those same products as they exist in foods. The assumption seems to be that man-made chemical products are harmful or at least inferior to those in "natural products."

The vitamins used in enrichment—thiamine, riboflavin, and niacin—are definite chemical compounds of known structure, which were first isolated from natural sources, as thiamine from rice bran and riboflavin and niacin from yeast. Because of the complicated, expensive process involved in their isolation and purification from natural sources, the simpler and cheaper synthetic methods were developed. It is evident, therefore, that the *sources* of these vitamins are immaterial, since the compounds, however produced, are the same and would have the same effects in the body.—OLIVE SHEETS, *Associate in Home Economics Research, Mississippi Agricultural Experiment Station.*

I Am Amazed!

The necessity for balloting on bread and flour enrichment amazes me!

Our state and local *dietetic* associations approved the enrichment program months ago and worked untiringly for state legislation. The American Public Health Association on October 4, 1944, and the Missouri State Public Health Association in the spring of 1945 voted approval and support.

To think there is a question as to American Home Economics Association action seems unbelievable!—MILDRED BARR FRIER, *Home Economics Consultant, St. Louis (Missouri) City and County Family Welfare Agencies.*

Job Applications

We recently had an opening for a home economist on our staff and made this fact known to several of the leading colleges in this field. Each replied promptly and sent records of several candidates, with a highly intelligent letter discussing their qualifications with reference to our needs. These placement departments are doing a magnificent job, which undoubtedly results in finding suitable positions for the students and incidentally in making a splendid name for professional home economists.

We also made our needs known to employment committees of several home economics groups and individuals. The many letters which we received, as a result, directly from candidates, all home economics graduates, were most unsatisfactory. They gave practically no information about the candidate's experience or ability so that we had to write a second letter to get it. They gave no references. They addressed me variously as Mr. Homer, Miss Culver, Mr. J. Calver.

I have no doubt that these young women were well trained in home economics lines, but such carelessness and disregard for accuracy does not commend the writer for positions of any kind. This experience makes me wonder if home economics schools are properly training students in ordinary practices in the business field, which many graduates hope to enter.—HOMER N. CALVER, *Secretary of the Public Health Committee, Paper Cup and Container Institute, New York City.*

EDITOR'S COMMENT: Some schools and departments of home economics, perhaps most of them, give their seniors a brief, intensive, and effective "refresher course" on how to apply for a job both in person and by letter. Sometimes this is accomplished through the student adviser or through talks by one or more department heads or by visiting business home economists. More often, perhaps, it is the project of some college club.

The September 1945 issue of *Colhecon*, organ of our college home economics clubs, carried an article "Career Clinic," telling of the excellent way in which one of the home economics clubs at Iowa State College gives part of the training needed.

Some home economics departments, however, may be neglecting this important service to their graduating seniors—and to the profession of home economics.

Alcoholics

Six types of alcoholics may be distinguished by the Rorsach test . . . the psychotic, the neurotic, the feeble-minded, the constitutionally inadequate, those who drink to deaden physical or mental pain, and those who "developed from social into abnormal anti-social drinkers as a result of habit, plus time, plus body changes and the strains of life." Treatment has to be planned according to why the patient drinks as well as according to financial and family circumstances.—*Science News Letter*, September 30, 1944.

Comment . . .

Hail and Farewell

Two new staff members have come into AHEA headquarters office in the last two months: Lorna Goodman as business manager and Mrs. Margaret Thompson as editor of the *Consumer Education Service.*

They have taken over the work of two tried and true officers: Keturah E. Baldwin, who has been at the business helm since 1913 and helped to give a young and struggling professional organization a sound financial base; and Mrs. Harriet R. Howe, who has been the capable editor of CES (as it is familiarly known) since Phi Upsilon Omicron, professional home economics fraternity, and the AHEA launched it together nine years ago.

Introducing Miss Goodman

Miss Goodman was serving as administrative assistant to the executive on personnel services of the National Council of the YMCA in New York City when the AHEA committee began to try to interest her in this position in Washington, D. C.

Before going to New York City she had been secretary to the district manager of the General Foods Sales Company, in Kansas City. In that position she was in touch with all of the confidential procedures connected with the district office, worked on product budgets and analyses of production and of sales trends, and was in direct contact with all the advertising agencies handling General Foods products.

Work in the information service of the Union Pacific Railroad in Denver gave her still another type of business experience. Her bachelor's degree is from the University of Kansas, where her special interests were sociology and education.

Slender, brown eyed, with fluffy brown hair, she's "the feminine type" yet has tremendous zest for her work.

Introducing Mrs. Thompson

Mrs. Thompson comes to her post in the AHEA from work in the Department of State. It was she who outlined the functions of the consumer economy division in the Foreign Economic Administration's enemy branch. Among the duties of this agency is determining the consumer level of living of European nations and regulating that of the part of Germany controlled by the U. S. military government.

From 1933 to 1936 Mrs. Thompson was assistant editor of *Consumers' Guide*, USDA's bi-weekly. She directed the New England part of the consumer purchases studies of the Bureau of Labor Statistics, published in 1939 and 1941. Her postgraduate work was carried on at Bryn Mawr and Radcliffe, in economics, sociology, and statistics.

Marriage to the director of the research information service of the National Research Council brought her to the nation's capital, where she joined the homemakers section of the District of Columbia Home Economics Association. There she first began to work with Mrs. Howe on consumer programs. She has one daughter.

"I thoroughly agree with Mrs. Howe's idea of CES as a medium for current *factual* information of consumer interest. I used CES in the classes I taught at Barnard and found it most helpful, partly because of its complete objectivity . . . Really, the less said about change of editors the better for assurance of help and satisfaction to regular subscribers —like myself."

Sturdy, practical, thorough, Mrs. Thompson impresses one as "having her feet firmly planted on the ground," physically, emotionally, mentally. Her blue eyes are cheerful, friendly, yet keenly appraising.

We of the AHEA are sorry to have Miss Baldwin and Mrs. Howe leave headquarters office, but we are glad to report that they have capable successors.

To Check Inflation

Congress must re-enact the expiring second war powers act before the year ends, if WPB's successor, Civilian Production Administration, is to continue to have authority to enforce priorities. Should power to allocate commodities lapse at the year's end, OPA's price regulation [on clothing and textiles] would be as good as dead, since scarce textiles could no longer be earmarked for low-price clothing.

So commented *Business Week* in its October 27 issue, adding that hopes to reduce inflated clothing prices, "two-year-old OPA-WPB mirage," were fading, and that inflation was the worry of many top-flight economists who earlier had feared an economic tailspin.

AHEA Support of Inflation Control

Home economists certainly have the green light for support of renewal of the War Powers Act, *with no crippling amendments*. Legislation to "prevent increases in the cost of living" is included in our legislative program. Unfortunately it is the opponent of renewal of this Act who has made his desires known to Congress. Too few of those favoring its extension have informed their representatives of their concern.

To quote *Business Week* again:

> OPA is fighting with its back to the wall to hold the price line against . . . strong inflationary pressures . . . OPA comforts itself with the conviction that there is plenty of support for price control—if it can just be persuaded to speak out . . . [and with] results of a current survey among the 7,500 members of its sundry business advisory committees . . . [which showed that] only 6 per cent of these businessmen thought price control should be eliminated; another 6 per cent thought it should go by the first of the year; an overwhelming 68 per cent are in favor of continuing controls beyond that date; 20 per cent didn't commit themselves . . . . As might be expected many businessmen who favor price control as a general principle would like to get rid of it in their particular industries.

OPA's efforts have been along four lines: pricing of reconversion goods, electrical appliances, radios, and such; holding down home building costs; getting distributors to absorb price increases granted to manufacturers and processors up to the point where normal peacetime profits are endangered; and holding the line on food costs through cutting out food subsidies only gradually as prices of other foods fall below ceilings.

Home Economics Interests

Pick up almost any program of a state or district home economics association these days and you'll find on it a talk or a forum on *housing*. Home economists are going to see to it that homes of the future have more of the features which make for livability.

A goodly number of our members, however, haven't yet used the housing check list prepared by a housing committee. It was drafted primarily to help the professional person evaluate her "bachelor quarters." Do write to your state president for your free copy if you haven't yet seen it.

The bread and flour enrichment debate of our September issue attracted wide interest. By November first, 333 of the 346 persons voting had approved state associations' working actively for permanent mandatory enrichment laws in states which have no such legislation.

Child labor laws are also of concern to AHEA members. Less than a week after our October issue was off the press, Mrs. Graham R. Taylor of the National Child Labor Committee began to get requests for information as to child labor laws and enforcement in specific states.

Typical was the letter of Dorothy M. Greey, instructor in home management and child development at Michigan State College: "My students are much interested and I am eager to maximize this interest. I hope we won't have to wait until they get elected to the Michigan legislature before we get adequate child labor laws in this state!"

From the Editor's Basket . . .

Want to know what's brewing in Congress in the fields of education, health, housing, employment, recreation, welfare as they affect families and communities? Then you may want to subscribe for the Bulletin of the Child Welfare Information Service, Inc., 930 F Street, N.W., Washington 4, D. C.

The name suggests more narrow interest than this impartial newsletter really has. The October 9 issue reported: plans of the Surplus Property Board and how educational and health institutions might get surplus supplies, details of the "full employment act," Senate hearings on amendments to the "GI bill of rights," the establishment of a federal committee on youth employment and education, revocation of wartime child labor exemptions, a handbook on school census and compulsory education, and hearings on problems of the physically handicapped.

Among officers of the CWIS are George J. Hecht, publisher of *Parents' Magazine*, John Dewey, Mrs. Dorothy Canfield Fisher, Mrs. Gertrude Folks Zimand, Mrs. Eugene Meyer.

Annual subscriptions are solicited according to ability to pay. Local women's and parents' groups usually pay $10 to $20 a year; the Child Welfare League of America, $500 a year. It comes out twice a month. Write for a sample copy.

"Crippled" ex-service men, students "working their way," the chiseling installment seller who asks "nothing down" . . . but the consumer are among those warned against in "Gyps and Swindles," by William Trufant Foster, 10-cent, 32-page pamphlet of Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, N. Y.

Three ways to select a home plan, what to consider, how to judge a plan, what makes for flexibility in a plan, and an analysis of three plans are among the points taken up in "Designing the Home: How to Select a Plan," one of a series of circulars issued by the Small Homes Council, Mumford House, University of Illinois, Urbana.

Teachers either in high school or college, extension folk, potential home owners would find them valuable aids. They are attractive in appearance, well illustrated, sound. Each is of 4 to 12 pages. Titles and index numbers are: "Financing the Home," A1.3; "A Guide to Selecting the Home Site," B2.1; "Selecting a Livable Neighborhood," B1.1; "Designing the Home," C2.1; "Planning the Kitchen," C5.3; "Heating the Home: Central Heating Systems," G3.1; "Fuels and Burners for Domestic Heating," G3.5; "Storm Sash for Double Hung Windows," F11.2.

Four AHEA members—Virginia H. Weaver, Margaret R. Goodyear, Dorothy J. Iwig, and Gladys J. Ward—helped prepare the one on the kitchen.

What type of floor coverings do you have in your rooms? How do you usually dust your wood floors? If you wax them, what type wax do you use and how often do you apply it? If you have stair carpeting, how do you usually clean it?

Anyone trying to do an educational job on care of floors and floor coverings would like to ask such questions of the group she's trying to reach. And any home economist working in this area of homemaking will be interested in the report of a recent survey made by *Good Housekeeping*, "Floors and Floor Coverings." From it she could draft a questionnaire for use with her own group.

Write to Good Housekeeping Institute, 57th Street at 8th Avenue, New York 19, N. Y., for a free copy. And if you haven't seen reports of the Institute's earlier Consumer Panel Survey Reports ask for them also: "Range and Cooking Habits," published last spring, and those on Refrigerators, Textiles, Home Laundering.

"The American Woman's Home of Tomorrow" reports a *McCall's Magazine* contest conducted to find out what women want, when they expect to build or buy, the sum they expect to spend. Its three parts—(1) Architectural Preferences, (2) Remodeling Needs, and (3) The New House—might have some suggestions for home economists as to where education is most needed. $1 each. McCall Corporation, 230 Park Avenue, New York 17, N. Y.

"Urban Housing Survey" reports a similar survey made by the Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania.

"The Livability Problems of 1,000 Families" is a 67-page bulletin which home economists concerned

with home planning will find packed with helpful material. It is the report of a study of the uses which families made of their homes in federal housing projects in all parts of the nation—75 per cent of them of the group house type, the rest apartments. Most of the families were of low incomes.

From study of the adequacies and inadequacies of areas, equipment, facilities, design features, and materials comes guidance for future planning.

A limited supply of the bulletin is available free from the Information Division, Federal Public Housing Authority, Washington 25, D. C.

"How to Organize Your Community for Social Action," "How to Prepare Pamphlets and Letters," "How to Get Free Radio Time for Public Interest Causes," "How to Deal with the Press"—these are the titles of four excellent mimeographed publications you can get free.

They are issued in the public interest by that ace publicist, Edward L. Bernays, Counsel on Public Relations, 26 East 64th Street, New York 21, N. Y.

It is neither realistic nor statesmanlike for a local community to resist the aid of state and federal agencies in the furtherance of its social, health, and educational programs. Programs essential to the well-being of the people are often impoverished as a result of excessive provincialism, masquerading as "local pride." It is indefensible for communities of rich resources to resist lending their strength to rural and other areas where resources are limited and needs are great.

Thus declares a stimulating little 32-page pamphlet, "The Road to Community Reorganization," published by the Woman's Foundation, 10 East Fortieth Street, New York. This foundation is "devoted to the development of the American Home" and has among its trustees Dr. Lillian M. Gilbreth, Eric A. Johnston, Hugh Stevens, John J. Raskob.

Good reading for home economists. Free.

"The other night I met a 'bunch' of Spanish girls of about junior high school age.... They were spread across the sidewalk ... pushed me into the gutter; and they called me filthy names. I could have gotten raging mad ... but ... I thought of the hundreds of Spanish-speaking kids who are really swell—Arnold Gonzalez ... the Martinez family—and I knew they would blush for shame at the conduct of these young ruffians."

This is the comment of one girl reported in "We, the Children," a 32-page pamphlet you can get for 25 cents from the Department of Supervision and Curriculum Development, NEA, 1201 16th Street, N.W., Washington 6, D. C. Useful for intercultural education in elementary and secondary schools—and for helping home economists carry out that part of the AHEA's 1945–46 program of work concerned with "intergroup tensions in the community." (See page 430 of the September JOURNAL.) Atomic fission discoveries, announced after our Evanston meeting, give new urgency to replacing intergroup and international suspicion and distrust with confidence and appreciation.

Do you have a stutterer among your pupils? Or an extremely slow reader? Or an obese child? Or an orphan? And do you wish you understood causes of their behavior better, so as to handle them more wisely?

The June–August, 1945, issue of *Child Development Abstracts and Bibliography* tells in what publications you can find full reports of studies on these subjects. This publication, which comes out six times a year, has value for the average teacher as well as for the specialist.

If you're not acquainted with it you may want to send for this particular issue, which National Research Council will sell to JOURNAL readers for 80 cents as long as the supply lasts, instead of the usual $1 per separate copy. The Council's address: 2101 Constitution Avenue, Washington 25, D. C.

Jar rings for canning should be designed to take care of jar and top irregularities up to 0.020 inch. This would mean that if the manufacturer cuts 12 rings to the inch each would have to be capable of being indented nearly a fourth of its thickness, under the usual canning stresses. If he cut 16 to the inch, each would have to be able to take compressing to about a third of its thickness.

This was the conclusion of research workers in the BHNHE and the National Bureau of Standards. "Jar Rings for Use in Home Canning: Their Testing and a Proposed Specification," an 18-page, 10-cent bulletin, reports their work. Home economists will be interested not only in findings as to the rings but also as to the extreme irregularities found in sealing surfaces of jars and tops. Order from the Superintendent of Documents, Washington 25, D. C.

Association Business . . .

Research Department

Research leaders and workers in home economics are badly needed!!

The research department, therefore, has dedicated itself to work for more and better home economics research leaders and research workers. The serious dearth of home economists capable of directing research is no longer of merely casual interest. *Trained research leadership is so fundamental to all phases of any profession that its present lack in home economics unfavorably influences both the quality of home economics teaching and the place of home economics professionally and academically.*

As one home economist, experienced in both research and teaching, puts it: "Lack of research is part of a vicious circle. College teachers who lack funds, time, or interest to do research fail to stimulate interest in students who might be potential research leaders. In land-grant colleges teaching is too often divorced from research in home economics so that students know little or nothing about the research going on in the institution where they are studying." No doubt this is also true of many universities.

Home economics cannot compete—much less excel—among professions without an adequate number of women with advanced degrees capable of teaching and directing the research of graduate students, as well as conducting independent studies both in educational and research agencies.

This lack of research leadership was brought to the attention of the AHEA's executive board at the Evanston meeting and resulted in the appointment of a committee of administrators to work for facilities that will make possible not only the training of more students for research but also the immediate development of interested staff members into research leaders.

Help Needed from State Officers

The help of state presidents and chairmen of state research committees is needed. Our department is asking each state to study its present and potential facilities for training home economics research leaders. Results will serve as a basis for discussion at a state meeting and for reports to college administrators.

Such questions as these could well be considered: How many institutions in the state offer graduate training in home economics? How many advanced degrees have been conferred in the last 5 years? Why are not more schools famous for their research and graduate training in home economics? Do home economics departments have so little financial support that teaching schedules cannot be lightened to give interested teachers time for library study and research, for leaves of absence to gain additional training, or even for creative thinking?

Are too few fellowships and scholarships available? Do those few pay too little in these days of high living costs? Do home economics departments lack the funds that are needed for research equipment? Do administrative officers lack interest?

Jobs for Home Economists

History does not always repeat itself, but it is just as well to be prepared if it should. The war is over, prices are up—and unemployment is predicted. It may not appear, but the smart woman will get ready for such a possibility! She knows that in times of economic stress, women are the first employees to be dismissed—unless they are well trained, exceptionally good workers, and skilled in a field where competition is not keen.

Our department is pointing out that the field of home economics research has never been crowded. Research is a happy way of earning a living—with good pay and much more independence than in many other jobs, and without the trials of pleasing exacting customers or small-town school boards. It requires sound, not superficial training; those trained have specialized abilities not commonly found, even when there is a surplus of other workers.

We ask each state association to publicize research done within the state, through reports at state meetings, distribution of mimeographed abstracts and popular "re-writes." A compilation of abstracts of such research for exchange with other states would strengthen the AHEA's research program.—RUTH O'BRIEN, *Chairman.*

New Books . . .

What to Do About Vitamins. By ROGER J. WILLIAMS. Norman, Okla.: University of Oklahoma Press, 1945, 56 pp., $1.

This little book is one of the most satisfactory answers to popular quandary on the subject of vitamins which has yet appeared. Dr. Williams accents the need for "lubricants" to accompany the fuel value of foods as the keynote of the book. His use of the term "lubricants" as applied to amino acids, minerals, and vitamins collectively may be questioned by some; but the lay reader would promptly accept the term in the broad sense in which the author has used it.

"Regulators" might have been a more apt term, but any analogy can be misinterpreted if carried too far. It is commendable that amino acids and minerals are included with the vitamins as equally important "lubricants," although the title of the book does not so imply. His sane attitude toward vitamin concentrates can be endorsed by physician, nutritionist, grocer, and druggist.

Dr. Williams uses his own standard for nutritive requirements, five out of the ten figures ranging 20 to 66 per cent above the allowances recommended by the Food and Nutrition Board. This seems unfortunate when nutritionists are urging use of one commonly accepted set of figures. Food values are given in per cent of his estimated requirements.

He "meters" food values and calls a "safe" food one for which the calorie bar is no longer than similar bars for most of the "lubricants" in the same food. The mechanics of the food table and diagram for calculating adequacy of a day's food intake is rather involved for laymen. The fact that the food list is incomplete and not in alphabetical order also lessens its usability.

In spite of these drawbacks, the book meets a real lay need.—HELEN S. MITCHELL, *Director, Nutrition Service, New Haven (Connecticut) Chapter, American Red Cross.*

Design for America. By THEODORE BRAMELD. New York: Hinds, Hayden & Eldredge, Incorporated, 1945, 165 pp., $2.

A very good book for those of us interested in the social structure of America. Fifty-one students, the entire junior and senior classes of a small rural high school, set up a plan of work to determine "what kind of society do we as young citizens want to build for tomorrow." Four teachers and an instructor from the University of Minnesota helped with the experiment, which began with a student attitude test and an information test and interviews with citizens of the community. The study was based on realization that student ability is often far above the level on which school systems usually function.

Acceptance of the existing social structure changed to a more critical evaluation as study of economic and political problems, art and science, education and human relations progressed. Concern over their own future developed and also appreciation of the democratic ideal, the influence of poetry, music, art, architecture, and city planning.

The tests showed that the students, regardless of their IQ's, learned more facts pertinent to the project and were less indecisive regarding those facts at the end of the project. The final attitude test, completed by only 35 students, appeared to show gains in liberalism. As an experiment aimed at building a better social structure the project might well be repeated in other areas.—SUSANNE THOMPSON, *Louisiana State University.*

Hidden Hunger; Tragedy of the Unbalanced Diet. By ICIE G. MACY and HAROLD H. WILLIAMS. Lancaster, Pa.: The Jacques Cattell Press, 1945, 286 pp., $3.

Most of this interesting, well-written book is devoted to a discussion of nutrition today. It has a good discussion of the history of the science of nutrition and the organization of various government and scientific agencies which have contributed to its development. Interesting, too, are the sections on food fads and fashion, fortification of food, soil conservation, the development of agricultural science, effects of food processing, and Army and Navy rations.

The usual information found in nutrition books —on digestion, metabolism, and the function of the various nutrients—is concisely presented. The authors quote freely from reports of government agencies and well-known authors. In my opinion, the book will have lasting value as a record of current beliefs about, and knowledge of, nutrition. —GRACE STEININGER, *Cornell University.*

National Health Insurance. By HERMANN LEVY. Cambridge, England: Cambridge University Press, 1944, 366 pp., $4.50 [Available from The Macmillan Company, New York].

Not for the casual student of health insurance schemes is this volume by Professor Levy on the operation of national health insurance in Great Britain since 1912. Like most worthwhile literature in this field, the book is not amenable to scanning. Those wishing to use it in classrooms and study groups, therefore, should allot sufficient time for preparation of reports.

The Wagner-Murray-Dingell bill now before Congress, proposing compulsory disability insurance and prepaid personal health service insurance in the USA, sharpens interest in allied schemes in other countries.

Great Britain's experience in the field during the last 33 years, as described by Professor Levy, together with his suggestions for reform, should be studied in connection with Sir William Beveridge's report on *Social Insurance and Allied Services* as it relates to national health insurance.

Professor Levy's plea is that administration of the present national health insurance system by "friendly" and other approved societies should be revamped to effect economies in administration, reimburse panel doctors more adequately, furnish better medical care, and include burial insurance. The Beveridge report proposes that health insurance be integrated with other social services into a centralized system providing medical care for all.—LELIA M. EASSON, *Bureau of Old-Age and Survivors Insurance (US).*

Microbiology of Meats. By L. B. JENSEN. *Second edition.* Champaign, Ill: Garrard Press, 1945, 389 pp., $5.50.

This edition, according to the preface, was necessary because the first 252-page edition was exhausted. It has only one new chapter, on "Post-Mortem Preservation of Poultry Quality," but much new material has been added to the other chapters.

Although the book was written primarily for meat packing firms, it will be useful also to the home economist. Chapter 11, "Control of Microorganisms," which takes up basic principles of meat preservation, is especially useful. Even the homemaker will find some sections useful, for instance, the one on the bacteriology of spices, salt, and sugar. She may be surprised to learn that, far from preserving food, such substances unless they are treated, may contaminate food. The bacterial count in untreated spices, as listed in one table, is startling. Also, it will be news to many that ground glass in food is not so dangerous as suspected.

There are interesting and valuable tables and charts, mainly showing the conditions and bacterial content of meats under various types of treatment. Chemical and physical changes and conditions in meats, methods for determining bacterial conditions in meat and poultry, the freezing of meats and poultry, bacterial studies on poultry, the tendering of meat are some of the topics.

Although the book must be read studiously if it is to be grasped, it seems to me interesting—even entertaining in places. It makes the reader appreciate the vast amount of experimental work that is constantly being carried out on meats.—HELEN B. BURTON, *University of Oklahoma.*

The Farmer and the Rest of Us. By ARTHUR MOORE. Boston: Little, Brown and Company, 1945, 226 pp., $2.50.

Mr. Moore, a newspaper editor, has undertaken in this book to help city dwellers understand the men who grow our food. Many of the criticisms leveled against the current practices of individual farmers, farm organizations, government agencies, and "the rest of us" are cogent.

The final chapter has suggestions for changes on farms and in farming communities. Many of them are sensible and interesting, but they do not seem to grow out of the preceding 200 pages of discussion. I failed to have any sense that the discussion was an organic whole, with all parts given significance by their relationship to each other and to one dominant theme. A less "popular" book—one less peppered with stories about his neighbors and their grandfathers and other illustrative materials—might well be more readable, as well as more informative.—ELIZABETH ARMOUR CURTISS, *Iowa State College.*

Annual Review of Physiology. Volume 7. By JAMES MURRAY LUCK, Editor, and VICTOR E. HALL, Associate Editor. Stanford University P.O., Calif.: Annual Reviews, Inc., 1945, 630 pp., $5.

This volume, the largest published so far by the American Physiological Society and Annual Reviews, has 26 important papers by leading workers in the field.

Abstracts . . .

CONSUMER PROBLEMS

Contributed by Day Monroe of the University of Washington

Why these abstracts are timely: What happens in the housing market in the next few months—whether we have "a boom and bust" or orderly expansion of the industry to provide "honest homes sold by honest methods"—concerns all of us. We need to understand changes in market practices if we are to help guide change. The trend toward increased use of brand names can be made more helpful to consumers if labels give needed information as well as brand names.

Federal agencies split over plans for building boom. *Advertising Age* **16**, No. 39 (Sept. 24, 1945), pp. 66–67.

Few factory-made, low-cost houses seen for postwar. *Advertising Age* **16**, No. 38 (Sept. 17, 1945), pp. 54–55.

Inflationary dangers in the housing industry result from the tremendous pent-up demand and the likelihood that shortages of materials will continue for several months. Reconversion Chief John Snyder and WPB officials hope to control the situation by price ceilings on materials and services and prevention of unsound financing practices. But Chester Bowles of OPA warns that these controls do not mean control of price of the completed house and its lot, that too many high-priced homes may be built and too few at moderate and low prices.

Housing industry leaders predict that most of the houses built in 1946 will cost $6,000 to $8,000; that in 1947 to 1950 two-thirds will cost $6,000 to $10,000, one-tenth will cost more, and only one-fourth will cost less. But the "average" potential buyer expects to pay less than $5,500. If too many expensive houses are built a boom-and-bust period may result such as came after World War I, when skyrocket prices cut demand from 400,000 homes in 1919 to 240,000 in 1920. Such a "bust" would deprive millions of workers of jobs, as well as families of a chance for home ownership.

Trade surveys show little chance of reducing housing costs through changes in design, materials, construction methods or industry organization in the next year or two. New homes will resemble prewar models. Fluorescent lighting and plastic fixtures may be more widely used; but such innovations as floor heat radiation, light steel walls, new flooring materials, and air conditioning will come slowly. Costly prewar ways of distributing materials and organization of the industry with its many subcontractors will continue.

Mass production, with prefabrication or partial prefabrication and preassembly methods, will not be widely practiced until after builders have satisfied demand for the more expensive homes.

But there will be experimentation and some progress. Kaiser Community Homes has plans for partly prefabricated homes, the central section having such facilities as a laundry machine, air conditioning unit, hydraulic dishwasher, incinerator. Preassembled parts, as door and window sections and built-in cabinets, will be made; but the industry—management and labor—will oppose extensive use of prefabricated sections.

Don't get stuck with a house, J. P. Dean. *Harper's Mag.*, No. 1142 (July 1945), pp. 90–96.

This postwar period probably is the worst time to buy a home. Before buying, a family should answer four questions: What will our family need 5, 10, 15 years hence?

Are we ready and financially able to buy a permanent home? More than half of the urban population moved at least once in the 5 years before 1941, many, presumably, because of shifts in occupation or financial status. Decentralization and other business changes will likely increase occupational changes.

Do we want to tackle the legal obligations involved in buying a home? Few understand that if an owner sells his home, either in the open market or through foreclosure, he is personally liable for the unpaid balance if sale proceeds do not fully cover mortgage debt.

Do we realize what it costs to buy a home? Many a person compares his current rent payments

with an owner's monthly outlays for mortgage installments (interest and principal) and for taxes. He fails to add such costs as his down payment, fees for closing the deal (title examination, etc.), insurance, maintenance, repairs, special assessments. Running an owned home means payments for heat and light, often included in the rent figure.

If housing costs are not to exceed one-fifth of income (a proportion more prevalent than the one-fourth sometimes spent by low-income, large city families), the oft-quoted rule that the price of a home may be 2 or 2½ times annual income should be disregarded. Instead, the family should determine what it can pay monthly for housing, including heat, multiply this sum by 100, and consider the resulting sum the maximum to be spent. The family which can safely budget $60 for housing could safely buy a $6,000 house. If the $60 allowance means an income of $300 a month ($3,600 a year) the price is less than twice income.

Home sellers argue that part of each mortgage installment is an investment rather than a living expense. They don't say how often the investment is wiped out by falling prices and depreciation of property and neighborhood.

Special dangers beset the housing market of the next few years. High prices reflect both the general increase in price levels and the inflated write-up caused by the dwelling shortage. Because the public expects postwar changes, dealers may sell homes on the basis of gadgets rather than sound construction.

To reduce risk the buyer may make sure that the house meets standards set up by FHA. If he builds, he may use the Registered Home Program of the Federal Home Loan Bank Administration. Or he may be able to join others in a "mutual home ownership" project. But we may someday talk of the forties as "those fabulous days when men were fools enough to buy their own homes."

Will national brands be more important in the department store of the future? J. LORIN. *J. Retailing* **21**, No. 2 (Apr. 1945), pp. 75–77.

The $8,000,000,000 textile industry: Is it ripe for brand name promotion? J. C. Cumming. *Sales Mgt.* **55**, No. 1 (July 1, 1945), pp. 100–102; No. 2 (July 15, 1945), pp. 142, 146+; No. 3 (Aug. 1, 1945), pp. 71, 73+; No. 5 (Sept. 1, 1945), pp. 124, 127+.

Prewar department stores tended to resist many lines of nationally-branded goods for these reasons: reliance upon the store's private brands for building its reputation; greater profits from unbranded or privately-branded goods because of the comparatively small markup possible on some nationally-advertised goods; fear of price dictation on national brands because of resale price maintenance contracts; the desire to maintain established price lines into which national brands might not fit; greater freedom to make "bargain buys" from other producers.

War has improved the position of brands. Consumers, faced with widespread quality deterioration, turned to brands for some assurance of quality and may continue this buying characteristic.

Mr. Cumming also predicts greater use of brand names in marketing clothing and textiles, in part because of increased use of synthetic fibers. The large manufacturer of rayon yarns uses brand names to promote his products. But he must make use of his brand name profitable to others in the industry—mills, converters, finishers, garment manufacturers, and retailers—if his labels are to be carried through to consumers. Building brand prestige for the yarn through extensive advertising is the chief way to get trade co-operation. The need for giving consumers information as to care of synthetics also has made it important to all in the trade to use identifying and fact-giving labels such as those of American Viscose which give the red, yellow, or green light for dry cleaning, hand washing, or "washing-as-you-please."

Some mills have established enough prestige for their fabrics that they sell them only to licensed garment manufacturers who agree to use the mill labels. Thus the Fruit of the Loom Company licenses about 90 noncompeting manufacturers—one for shirts, another for cotton dresses, etc. Pacific Mills has promoted use of the Pacific Factag by giving information both retailers and consumers want—colorfastness, shrink resistance, and fabric construction.

Use of advertising allowances, formerly a potent tool of yarn producers, has been limited by the Federal Trade Commission's enforcement of the Robinson-Patman Act.

INSTITUTION ADMINISTRATION

Contributed by Blanche Tansil, Washington, D. C.

How color affects the guests' appetite, E. PODOLSKY. *Restaurant Mgt.* **57,** No. 2 (Aug. 1945), pp. 27, 56, 62.

Natural food colors are essential to proper digestion, and unaccustomed colors in foods have an adverse effect. Milk served in red glasses hinders the digestive process. But colored containers can accentuate flavors, as chocolate milk served in a brown glass and strawberry milk in a red glass.

Food served in bright colored dishes, as roast beef on a bright yellow plate, stimulates digestion. A display of light lively colors at the table imparts a festive air and makes commonplace meals taste better. Monotonously colored food, though not repellent, is unappetizing. A meal of similarly colored food, no matter how appealing to the sense of taste and smell, is never popular. Contrast in color will go far toward making food taste better.

Lighting at the dinner table strongly influences the enjoyment of a meal. The restaurateur who knows his colors, in addition to his foods and savors, will enjoy the greatest patronage.

How a kitchen was thoroughly modernized, N. SHAREF. *Restaurant Mgt.* **57,** No. 1 (July 1945), pp. 29–31.

This kitchen was designed to eliminate dirt, refuse, grease, and unpleasant odors. A duct system equipped with built-in filters directly behind the cooking equipment replaced the hood. The silverware, after soaking, is washed in metal cylinders and sterilized. The cylinders keep the knives, forks, and spoons separate and in an upright position which speeds drainage and prevents improper handling of the pieces in serving.

To insure low-cost production, L. C. MORROW. *Factory Mgt. & Maintenance* **103,** No. 8 (Aug. 1945), pp. 81–172.

The ten procedures which are the keys to low-cost production needs in factories today have meaning for the food and institution manager. He needs to (1) select the right workers, (2) train employees to do the job, (3) adopt the best in layout, (4) use the most efficient handling, (5) practice work simplification, (6) plan and control production, (7) make the plant a good place to work, (8) evaluate jobs and pay accordingly, (9) keep equipment and plant in condition, (10) provide management controls.

Time and motion study, L. M. GILBRETH. *Modern Hosp.* **65,** No. 3 (Sept. 1945), pp. 52–54.

According to this expert, all that is needed in the time and motion field to service the hospital area completely is now available. The standard text in this field is "Motion and Time Study" by Ralph M. Barnes. Mrs. Gilbreth's advice is to investigate, evaluate, use the material at hand, and supplement it with training.

Personnel and job analysis data, J. E. ZERGA. *Personnel J.* **24,** No. 3 (Sept. 1945), pp. 114–118.

Personnel records and job descriptions are necessary to wise employee selection. Personnel records need to be reviewed in the light of skill qualifications, made only through job analysis and job evaluation.

A job description should give the following information: the common name or title of the job, the number of employees working at it, the department in which it is found, the necessary physical requirements, the experiential requirements, the knowledge or abilities required, the tools and equipment needed for satisfactory performance on the job, and a complete verbal description. References are useful.

Worker survey shows way to improved conditions, T. N. BOGGS and L. I. MANESS. *Factory Mgt. & Maintenance* **103,** No. 7 (July 1945), pp. 108–110.

In an industrial plant, a poll of workers' opinions and criticisms called "Information Please" is followed by the action of an elected committee which meets twice a week. The members study suggestions and complaints and then make recommendations for eliminating adverse conditions and improving supervisory techniques.

Damp sweeping for cleaner floors, E. GRABAU. *Modern Hosp.* **65,** No. 3 (Sept. 1945), pp. 124–126.

The effectiveness of the housekeeping department is measured by the maintenance of clean floors, the most time-consuming and laborious of all the cleaning jobs.

A new method of floor care which maintains a high standard of cleanliness is known as damp sweeping, wiping the floor with a damp-sweep tool, a wide hair broom over which is slipped a light-weight muslin sweeping cloth. The damp cloths are changed after covering each 500 to

1,000 square feet of floor surface. It can be used on both waxed and unwaxed floors.

The care and washing of the sweeping cloths is an important part of the procedure. Directions are given for this as well as for the proper manipulation of the tool under various conditions.

Plan for job training, M. M. GRIFFIN. *Nation's Schools* **36,** No. 3 (Sept. 1945), pp. 56–57.

Training of 120 cafeteria employees in the Newark (N. J.) schools was carried out through monthly general meetings, each at a different school for observing various layouts and equipment.

The first objective was to teach better methods of food preparation by demonstrations of items selected from the centrally planned menus. The proper technique was used and the finished products were judged as to appearance, color, flavor, and service.

Two plate lunches were displayed at each meeting to help improve standards for products and portions. Other objectives were to improve sanitation and safety. Check lists were used as a guide for the best possible standards. Constant follow-up was necessary to bring the desired results.

Recent higher court rulings, L. T. PARKER. *Restaurant Mgt.* **57,** No. 3 (Sept. 1945), pp. 37, 66+.

This attorney discusses the following typical decisions in recent restaurant law suits: legal determination of trade names; infringement upon a trade name; proprietor's liability for injury; refusal to serve a patron; the question of negligence; failure to fulfill a contract; sale of beer to minors; liability of a corporation official; and the law of ordinary care.

On-the-job feeding in the future, R. S. GOODHART. *Am. Cookery* **51,** No. 1 (Sept. 1945), 36–37, 60.

Industrial feeding appears to have become a permanent and accepted part of labor-management relations, as they improve morale and increase the efficiency of the worker. When surveyed in March 1944, about one-third of the war workers in manufacturing plants were obtaining midshift meals through the plants' food service facilities.

Continued interest in industrial feeding by the government is to be expected. Industrial workers and their families represent a potential postwar food market of a billion dollars wholesale value. Of more importance are the healthy, efficient, and happy workers that result from good feeding.

Extension and improvement of food service facilities and equipment and of operational methods and standards are needed and anticipated.

How hotel and restaurant trades are taught in a vocational school, H. E. BENTLEY. *Hotel Monthly* **53,** No. 629 (Aug. 1945), pp. 37–41.

In the Edison public trade school in Seattle the instruction and facilities are both programmed to create working conditions comparable with those found in better eating establishments. In teaching food service, preparation, and restaurant management, emphasis is placed on "doing."

A feeling of teamwork and good sportsmanship filters through the day's work. Graphic aids give added meaning to procedures. The student clearly sees the necessity of continued reading and reference work.

Each subject taught is considered in relation to the entire food industry, and students are prepared to be productive. Labor, like management and education, has a voice on the advisory committee which has been set up to establish policies and objectives for each of the departments. This is significant from the labor point of view. When the labor field becomes oversupplied, labor itself can give the warning so that schools will not contribute to the surplus.

Building for the future, K. C. WISELY. *Practical Home Econ.* **23,** No. 7 (Sept. 1945), pp. 386–387.

Federal assistance to schools serving lunches results in improved eating habits and also extends the farmers' market. A score card is presented for checking the nutritional effectiveness of the school lunch.

Scouts for Teaching Tips

"It's a Good Idea" items this month were sent in by AHEA members in state departments of education: Eva Scully, Edna Kraft, Emily King, Lela Smartt, Christine Finlayson, Alma Keys, Alma Motter, Helen LeBaron, and Opal List Beaty.

NUTRITION

Contributed by E. Neige Todhunter of the University of Alabama

Studies on the interrelation of fats, carbohydrates and B vitamins in rat nutrition, R. K. BOUTWELL, R. P. GEYER, C. A. ELVEHJEM, and E. B. HART. *Arch. Biochem.* **7,** No. 1 (June 1945), pp. 143–157.

Groups of rats were fed diets containing either butterfat or corn oil and various carbohydrates. Three levels of B vitamins were fed with each diet mixture. When sucrose, fructose-glucose mixture, starch, dextrin, dextri-maltose, or lactose was used as the carbohydrate, along with medium levels of the B vitamins, the rats grew at a faster rate with butterfat in the diet than with corn oil. On the lactose diet butter-fed animals grew at a faster rate; but if increased amounts of B vitamins were given, rats receiving corn oil made comparable gains. Gains were similar for either fat in the diet when glucose or galactose-glucose mixtures were fed.

The synthesis of B vitamins by intestinal flora appears to differ with the various diet combinations, and this is believed to be the explanation of the differences in growth observed on the different diets.

Vitamin A and carotene in the nutrition of the guinea pig, L. S. BENTLEY and A. F. MORGAN. *J. Nutrition* **30,** No. 3 (Sept. 1945), pp. 159–168.

Guinea pigs on a semipurified diet free from vitamin A showed weight loss and sensitivity of the eyes to light within 2 to 3 weeks. Typical vitamin-A-deficiency symptoms were seen in the eyes in 4 to 6 weeks and the animals died. The livers showed no storage of vitamin A.

Stores of vitamin A were produced in the livers of guinea pigs when preformed vitamin A was fed. Vitamin A was six times as effective for this purpose as was carotene.

Physiological availability of the vitamins. III. The effect of dietary ascorbic acid oxidase, M. HOCHBERG, D. MELNICK, and B. L. OSER. *J. Nutrition* **30,** No. 3 (Sept. 1945), pp. 193–199.

Oxidase naturally present in vegetables rapidly oxidizes ascorbic acid to dehydroascorbic and to the inactive form under laboratory conditions. Fully 60 per cent of the ascorbic acid was destroyed when dietary mixtures were incubated at 37° C for six hours.

Similar destruction does not occur in the intestinal tract. Urinary excretion tests with subjects on controlled diets showed no evidence of destruction of ascorbic acid by natural oxidases during the process of digestion.

Plasma protein production influenced by amino acid mixtures and lack of essential amino acids: A deficiency state related to unknown factors, S. C. MADDEN, F. W. ANDERSON, J. C. DONOVAN, and G. H. WHIPPLE. *J. Exptl. Med.* **82,** No. 2 (Aug. 1945), pp. 77–92.

Plasma protein production, nitrogen balance, and weight maintenance were studied in dogs on a basal diet which depleted the plasma protein reserves. Mixtures of the 10 essential amino acids plus glycine were given subcutaneously, intravenously, and orally. Orally administered amino acid mixtures were best utilized.

Omission of tryptophane caused reduced plasma protein formation. Omission of leucine and isoleucine gave a negative nitrogen balance and weight loss but no change in plasma protein production.

When methionine was replaced by cystine the plasma protein production was good, but there was weight loss and negative nitrogen balance. Omission of threonine or valine resulted in a decline in plasma production, no weight change, and a negative nitrogen balance.

Physiological availability of the vitamins. IV. The inefficiency of live yeast as a source of thiamine, M. HOCHBERG, D. MELNICK, and B. L. OSER. *J. Nutr.* **30,** No. 3 (Sept. 1945), pp. 201–208.

Live compressed yeast has been advertised as a good source of the vitamin B complex. Its availability was tested on man by measuring the intake and urinary output of thiamine.

When pure thiamine in solution was taken, 25 per cent of the ingested thiamine was excreted in 24 hours. When the same amount of thiamine was taken in the form of live yeast cakes only 4 per cent of the thiamine was excreted.

It was concluded that only 17 per cent of the thiamine present in live yeast cakes is physiologically available.

Effect of corn grits on nicotinic acid requirements of the dog, W. A. KREHL, L. J. TEPLY, and

C. A. ELVEHJEM. *Proc. Soc. Exptl. Biol. Med.* **58** (1945), pp. 334–337.

When large amounts of corn are used in the diet a higher intake of nicotinic acid is needed to prevent pellagra. Dogs fed a diet containing 60 per cent corn grits required 1.05 mg nicotinic acid per kilogram of body weight per dog for good growth.

Only half that amount of nicotinic acid was required for the same growth when corn grits made up 36 per cent of the diet. On a synthetic ration without corn, or on a whole milk ration only 0.35 mg nicotinic acid was required for the same growth.

It is suggested that corn grits be enriched with nicotinic acid above the amount found in the whole grain.

Biomicroscopy of the eyes in evaluation of nutritional status: conjunctival changes, R. K. ANDERSON and D. F. MILAM. *J. Nutrition* **30,** No. 1 (July 1945), pp. 11–15.

A nutrition survey was made of 120 white families and 80 Negro families—a total of 1,010 individuals. The eyes were examined by the slit lamp for conjunctival changes; vitamin determinations were made on the blood plasma; and the dietary intake of vitamin A was then calculated.

No correlation was found between conjunctival changes and vitamin A in the diet or in the blood plasma. Conjunctival changes were more common in the Negroes than in the whites, particularly in the younger age groups.

Biomicroscopy of the eyes in evaluation of nutritional status: Corneal vascularization, R. K. ANDERSON and D. F. MILAM. *J. Nutrition* **30,** No. 1 (July 1945), pp. 17–23.

In a study of 120 white families and 80 Negro families in North Carolina all who were capable of co-operating were given the slit lamp test. Comparison was made with the calculated riboflavin intake from 7-day food intake records.

There was no correlation between the riboflavin intake and the incidence or severity of corneal invasion. Invasion of the cornea was found to be more frequent in the white subjects than among the Negroes.

Studies on the requirements of the monkey for riboflavin and a new factor found in liver, J. M. COOPERMAN, H. A. WAISMAN, K. B. MCCALL, and C. A. ELVEHJEM. *J. Nutrition* **30,** No. 1 (July 1945), pp. 45–57.

Monkeys receiving a synthetic diet containing all known B vitamins except riboflavin developed noticeable changes, including skin changes, impaired vision, scanty hair coat, and a definite anemia. The animals eventually died if riboflavin was not given. No signs of cheilosis, tongue changes, corneal vascularization, or opacity were observed. Livers of animals which died showed a distinct fatty condition.

The riboflavin requirement of young monkeys was determined as 25 to 30 micrograms per kilogram of body weight per day, values similar to those reported by others for dogs. Hemoglobin values did not return to normal when riboflavin was given. Another factor in whole liver powder was necessary to restore the blood picture to normal and to provide for optimum growth.

The relationship between diet and the mechanisms for defense against bacterial infections in rats, L. J. BERRY, J. DAVIS, and T. D. SPIES. *J. Lab. & Clin. Med.* **30,** No. 8 (Aug. 1945), pp. 684–693.

Weanling rats received a basal diet of corn meal, unenriched white flour, pork fat, and cane sugar. Two groups received the basal diet plus casein; two groups received this plus the B vitamins; two groups received basal diet, casein, and minerals; and two groups received basal diet, casein, minerals, and vitamins.

The leucocyte count, phagocytic activity of the granulocytic leucocytes, and ability to produce antibodies were determined for the animals in all groups after two months on the diet. Only those animals receiving casein, vitamin, and mineral supplements had normal leucocyte counts.

Casein and vitamin supplements were necessary for normal antibody production and normal phagocytic activity. It is concluded that malnutrition is a contributing factor in lowered resistance to some but not all types of infection.

Goiter studies with the rat, A. W. HALVERSON, J. H. SHAW, and E. B. HART. *J. Nutrition* **30,** No. 2 (Aug. 1945), pp. 59–64.

Rats on a basal diet deficient in iodine showed thyroid glands which were enlarged and red. A daily intake of 2 micrograms of iodine was necessary to prevent the occurrence of any changes in the thyroid gland. Growth and food consumption of the animals were not affected on the iodine-deficient diet.

SOCIAL WELFARE AND PUBLIC HEALTH

Contributed by Mary H. Bitting of the Social Welfare and Public Health Section of the District of Columbia Home Economics Association

Nutrition of school children, *J. Am. Med. Assoc.* **128,** No. 7 (Aug. 25, 1945), p. 1233.

Surveys of dietary habits and nutritional status of children indicate the critical need for improving nutrition during the period of growth.

The Florida State Board of Health last May reported a survey conducted in 7 counties. Over 2,000 rural and urban children were examined from grades 1 to 12 for signs of nutritional deficiencies. The incidences of such findings were high. In spite of abundant sunshine, in some sections well over 50 per cent of the children showed signs of rickets. In one isolated area over 50 per cent had gums indicative of vitamin C deficiency. The characteristic roughened skin or granulated eyelids of vitamin A deficiency ran as high as 64 per cent in some areas. The frequency of other deficiency states, including angular stomatitis indicative of riboflavin need, was as high as 85 per cent in some of the poorest groups.

Extended nutrition education is urgently needed. Communities should recognize their responsibility and avail themselves of federal aid to set up school lunch programs and through them improve the nutrition of their children.

Better health for country folks, K. KLOVER. *Survey Graphic* **34,** No. 9 (Sept. 1945), pp. 372–375.

Through an experiment in medical care, farm and village folk of northern Georgia, hitherto medically forgotten people, now receive periodic examinations through the co-operation of doctors, dentists, druggists, and agricultural agencies.

Cost per family is $50 a year. Families who cannot afford to pay $50 pay $15, and the deficit is made up by FSA. The Walton County Agricultural Health Association is predicated on a membership of 1,000 families on a $50 basis, creating a $50,000 fund. In the 1942–43 fiscal year physicians were paid 73 per cent of their total fees, considerably more than they usually received in this section.

The County Public Health Department, working closely with the Association, provides nursing service and immunization. Well-conducted prenatal clinics are reducing the high infant and maternal casualties. A new 36-bed modern hospital is housed in two buildings of an abandoned industrial school. An old NYA building is now a hospital for Negro patients, who never before had hospital facilities in Monroe County.

Neglect of the health of our rural population weakens the nation at its most vital spot, for farm areas are our nurseries. Population in rural areas is increasing 36 per cent; that in urban areas is declining 24 per cent a year.

Policies of the Council with respect to the nutritive quality of foods. *J. Am. Med. Assoc.* **129,** No. 5 (Sept. 29, 1945), pp. 348–349.

The Council on Foods and Nutrition has long been concerned with the nutritional quality of foods and the effect of a poor nutritional environment on public health.

Natural foods are of paramount importance in the maintenance of high standards of nutrition, but many foods have lost much of their nutritional value through the influences of modern civilization.

The Council wishes to encourage efforts to improve the nutritive quality of all foods and has encouraged the addition of *certain* nutrients to *selected* foods to replace some of the nutrients lost through processing, as follows:

Restoration of *processed cereals* with thiamine, riboflavin, niacin, and iron; *corn meal* with thiamine, niacin, and iron; *hulled rice* with thiamine, niacin, and iron; *white flour* with thiamine, riboflavin, niacin, and iron; *white bread and rolls* with thiamine, riboflavin, niacin, and iron; *farina* with thiamine, riboflavin, niacin, and iron.

Fortification of *milk* with 400 IU of vitamin D per quart; *oleomargarine* with not less than 9000 USP units of vitamin A per pound and *salt* with iodine.

The Council disapproves of unlimited or indiscriminate fortification of general purpose foods with vitamins, minerals, amino acids, or other nutrients.

Integrating nutrition education and activities in the school program, M. S. CHANEY. *Am. J. Public Health* **35,** No. 7 (July 1945), pp. 728–731.

Nutrition education does not always result in better health, more happiness, or greater satisfaction in life. Teachers, dentists, nurses, parents must find out how to make nutrition education "take."

Nutrition education may fail to function through

the teacher's lack of nutrition knowledge. Those who have held certificates for some years need summer school or evening school courses so that they may learn the current nutrition facts and newer methods of teaching them.

Another cause of failure is use of the same approach and teaching methods throughout the whole school system irrespective of the changing needs, interests, and abilities of the children.

A third cause of failure is not reaching into the home, where food habits are practiced. Nutrition program planning should be a co-operative project of teachers, nutritionists, educators, parents, and children.

Feeding the child, though primarily a home responsibility, should be taken over by the school when distance or limited time dictates. Nutritionists and educators should make the nutrition program an integral part of the school system, one in which the home and community actively participate.

A field nutrition laboratory, R. E. JOHNSON. *War Med.* **7,** No. 4 (Apr. 1945), pp. 222–233.

Johnson and co-workers of Harvard have developed an ingenious mobile laboratory for nutrition field study. It weighs about one ton and costs $3,500 plus labor.

Four trained men can complete a battery of observations and chemical analyses on 20 men in 2 days. They include a medical observer, trained in nutritional and biochemical work, who obtains medical histories and does physical examinations; a technician trained in eliciting dietary histories; and two technicians trained in all methods used.

Johnson reports results of studies in a temperate, a desert, a subarctic, and a mountain region, using a system of diagnosis depending on consideration of (1) detailed medical history; (2) detailed dietary history; (3) routine medical examination which stressed in particular inspection of skin, lips, gums, teeth, tongue, and nervous system; (4) chemical examinations of blood and urine; (5) analysis of changes resulting from oral vitamin administration; (6) performance of short and prolonged tests of physical fitness for hard work. Remarkably complete chemical analyses were made on whole blood, serum, and urine. Visual calorimeters and florometers were used for practical reasons.

This traveling laboratory, valuable during wartime, has a more significant and far-reaching place in peacetime. Alert public health departments will be quick to see its possibilities for reaching inaccessible areas.

Value of health examinations in industry, L. D. BRISTOL. *J. Am. Med. Assoc.* **128,** No. 9 (June 30, 1945), pp. 627–632.

To determine whether periodic health examinations reduce sickness and loss of time from work, two groups of 100 male workers each were studied. One group had had ten or more voluntary annual physical examinations in a company medical department. A control group who had not been examined periodically was comparable to the examined group in age and years of service, economic status, and occupational class.

The study covered 14 consecutive years. No significant differences (in *total* incidence during that period) between the examined group and the nonexamined control were found, but there is positive evidence that the sickness incidence of the examined group lessened materially as the years advanced, apparently because of the cumulative favorable influence of periodic examinations. Duration of both major and minor illness in the examined group was reduced. Tuberculosis, diabetes, and occupational disorders were discovered in early stages.

Industrial health. *J. Am. Med. Assoc.* **128,** No. 9 (June 30, 1945), pp. 666–667.

The demand for health services in industry is greater than the medical and allied professions are prepared to meet.

Expansion of industrial hygiene services in both federal and state health agencies is now being considered. Labor is alive to its responsibilities for health conservation and education. Safe and healthful working conditions are here to stay as factors of collective bargaining. Management also recognizes the benefits of industrial health programs.

Industrial health services are now within the means of almost any employer, through part-time service of physicians and nurses.

TEXTILES AND CLOTHING

Contributed by Esther Chapman Morse of the University of Tennessee

Dyes and dyeing for beginners, C. H. STONE. *J. Chem. Educ.* **22,** No. 8 (Aug. 1945), p. 380.

Experiments in the dyeing of textiles are suggested as supplementary work for the beginning student especially interested in chemistry. The many interesting and varied results can stimulate students. Complicated dye formulas and equations can be omitted.

The fairly simple preparation of Orange II, Fast Red, Bismark Brown, and Chrysamine is given with method of application. The student can study the reaction of the different types of dyes on the different textile fibers.

A simple way to develop colors on textile fibers is described. Dyeing with indigo and alkali blue also offers interesting problems.

Unstainable tablecloths seen for postwar period. *Rayon Textile Monthly* **26,** No. 5 (May 1945), p. 67.

Damask linen tablecloths and drapery fabrics, coated with plastic, which are stainproof and can be wiped clean with a damp cloth are expected as a result of wartime research. Fabrics have been plastic coated for more than 40 years, but the feel of the fabric was usually changed.

The plastic vinyl butyral, much used in safety glass, gives a light waterproof coating without changing the appearance and only slightly changing the feel of the textile. This plastic was selected for experimental work principally because it became an excess product when automobile production ceased. Coated fabrics may be perforated to permit air transmission without weakening the fabric.

Expected uses of the coated textiles are for luggage covering, lace shower curtains, knitted fabrics with controlled stretch, six- or seven-ounce raincoats, and synthetic leather which will outwear the genuine product.

Meeting consumer needs in textiles, W. E. COUGHLIN. *Am. Dyestuff Reptr.* **34,** No. 13 (June 18, 1945), pp. 253–254.

The textile laboratory wishes to correlate test methods with consumer end use.

Good Housekeeping attaches a Fact-First Fashion tag after investigating the fabric, trimming, and finished garment as to dry-cleanability, launderability, shrinkage, colorfastness, and practicability of trimming. Care directions are given when needed. To check advertising statements of service, both standard test methods and use tests are used. Care of textile products and new textiles is studied extensively.

The textile industry needs better control of fabric quality, production for specific end use, specifications between retailer, cutter, converter, and finisher, and information supplied to the retailer. The war has shown the promotional value of textile qualities such as flame and abrasion resistance. Many will continue to be of consumer interest. Better co-ordination between producer and retailer is needed for good merchandising. More information should be exchanged between the various branches of the industry to insure satisfaction in finished products.

Present methods of testing textile products are inadequate, for most of them were set up with no thought of end use. Studies are now being made to develop tests for washfastness and rainwear, which can be interpreted in terms of end use. Similar studies should be made on perspiration staining, atmospheric gas fading, lightfastness, and shrinkage, with the problems of all branches of the industry considered. Already existing means of quality control should be more widely used by the industry.

The AATCC surveys the informative labeling of textiles, H. F. HERRMANN. *Am. Dyestuff Reptr.* **34,** No. 12 (June 4, 1945), pp. 234–237.

Informative labeling reveals hidden properties which help consumers select fabrics and garments to meet their needs. The public needs education to interpret the labels. Customers have been educated to look for and appreciate important features of automobiles, refrigerators, and radios. The textile trade could do the same.

The retailer has great difficulty in getting the information he needs to please his clientele. The little information he gets orally is unreliable. Some stores try to get facts from consulting laboratories but cannot do so for all articles.

The informative label is not likely to disturb price levels because the consumer is willing to pay for characteristics which make an article suited to his needs. Anything which benefits the retailer will also benefit the distributor and the converter. The problem is to get information from the manufacturer.

The job of furnishing information falls mainly

on the dyer, printer, and finisher, who should use standard test methods to grade their products and certify prescribed facts regarding color and finish. This could be done through a simple code marking on the edge. So-called commercial colors for which no claim is made could be exempt.

The dyestuff manufacturers take a neutral stand on informative labeling but will surely supply whatever dyes the dyers require. The American Association of Textile Colorists and Chemists also takes a neutral stand, being concerned only with supplying standards needed, test methods, and other factual data.

Garment manufacturers have done some labeling, mostly to advertise brands. Manufacturers should back up all claims. String tickets and pin tags often give excellent information but are unsatisfactory because they are so readily removed and lost. A simple universal letter code label, which can be permanently sewed in a garment or printed on a tape, is suggested. The code should be simple and easily interpreted to the consumer on a card or small folder supplied by the retailer. A detailed code book made up by representatives from all branches of the textile field would be required by the trade. Also this code book could serve as a guide to any government agency concerned with textile labeling. This coded label would be of special value to laundrymen and dry cleaners.

Camel hair provides luxury textile fiber, A. C. WHITFORD. *Textile Age* **9,** No. 7 (July 1945), pp. 50–58.

The under fur of the Bactrian (two humped) camel is used in making luxury camel hair cloth. The evolution of these animals took place in what is now the USA about 55 million years ago from an animal as small as a grey squirrel. In the first Ice Age one group migrated across Alaska and Siberia and thence into Africa, and another to South America. Our present-day Bactrian camel, which produces such an insulating coat of hair that it can stand a change of 100 degrees in temperature in a few hours, is a cross between the African and Asiatic groups.

The camel is never sheared. The hair is either plucked as it begins to fall or is picked up by a person following a caravan. At the collection centers the hair is graded as: Number 1 grade, the fine, soft, silky, inner hair called noils, used in the finest camel hair coating, scarves, and ties; Number 2 grade, an intermediate quality lying under the coarse outer hair, used in cheaper grade of cloth; or Number 3 grade, the coarse outer hair, used in rugs and blankets.

Under the microscope all camel hair shows a central canal, which is fragmentary in the noils. Spaces in the coloring matter of the noils entrap air, which adds to the insulating properties. Scales are far apart, roughly rectangular, and do not protrude from the central cylinder. The best noil is about 2.2 inches in length.

The South American cameloids, A. C. WHITFORD. *Textile Age* **9,** No. 8 (Aug. 1945), pp. 70–74.

About a million years ago the llama group of the camel family began to migrate south from the USA and finally settled in the Andes. The guanaco of that era is believed to be the ancestor of the present day guanaco, llama alpaca, and vicuna.

The guanaco is very wild and must be killed to get the fleece. Only the fine, inner, silky hair, called noils, which makes up 20 per cent of the fleece, can be used for fabric. The noils are light tan and have a definite medula and scales which lie close to the shaft.

The llama can be sheared to get the fleece, hence llama cloth is more common than guanaco or vicuna. Its fine inner hair noils make up about 30 per cent of the fleece. Color ranges from white to dark brown. The coloring matter of the fibers tends to be globular, and the scale structure is more pronounced.

What will Russia buy in textiles. *Textile Age* **9,** No. 6 (June 1945), p. 82.

Russians want good, hard-wearing, colorful cloth. They import blue or brown shades with white stripes or greys with blue or red stripes but make their own check designs. They dislike tweeds because these are like homespun fabrics. They want fleece type linings and wool wadding for coats and waterproof gabardines and poplins rather than rubberized raincoats. They like belted trousers worn with the typical Scottish sweater, overalls with ample pockets, shirting either in plain colors or stripes and squares on a colored rather than a white background. Woolen socks, not made in Russia, are urgently needed.

News Notes...

Nebraska

Nebraska Home Economics Association. Home economists in business in Omaha are forming a HEIB organization. Mrs. Mary L. Kottwitz of the Dairy Council is one of the sponsors.

Nebraska Teachers College, Chadron. The home economics club is to be known as the Ethel Delzell Home Economics Club in honor of the former head of the home economics department.

Extension Service. Ethel Saxton is the new district supervisor of home demonstration agents. She succeeds Loa Davis, now in the U. S. Extension Service office in Washington, D. C.

Lincoln. Ruth Menoher, home adviser for the Consumers Public Power District, reports that the home service department has been working on food problems during the past year. It offered a monthly recipe service, held food classes for homemakers one day a week except for a six-week period, conducted night classes in the spring for members of the women's division of the Lincoln Chamber of Commerce, and held a series of food classes during the summer for 10- to 13-year-old girls.

Omaha Co-operative Canning Program. A food preservation committee, acting as a subcommittee of the Omaha victory garden committee, sponsored an educational canning program in Omaha. Members of the food preservation committee included representatives of two utility companies, one newspaper, the Red Cross, FSA, adult homemaking department of the public schools, and the County Extension Service. The home demonstration agent served as chairman of the committee. The program included a general meeting to bring home economists and teachers up to date on canning information, canning classes for homemakers and businesswomen, films featuring food preservation, the testing of pressure cooker gauges, a canning information booth located in a department store, radio programs, and a canning contest with prizes furnished by a public utility company.

The canning information booth headed the list for interest and patronage. Located in a department store for five consecutive weeks in July and August, it attracted several hundred visitors each day. Many kinds of canning equipment, some improvised, were on display. A variety of home-canned fruits, vegetables, and chicken also added interest. Two home economists were on duty to answer questions during store hours. Bulletins furnished by the Extension Service were available for distribution.

New York

New HEIB Appointments. Katharine Clayberger, for several years associate editor of the *Woman's Home Companion*, became director of education in the Bureau of Educational Services of the Byron G. Moon Company, Incorporated, in New York City on July 1.

Another July 1 appointment was that of Mrs. Marjorie Hostetter as director of the new nutritional laboratory and experimental kitchen of the American Maize-Products Company in New York City. For six years she was assistant professor of foods and nutrition at Pratt Institute.

North Carolina

Salem College. Mrs. Elizabeth Ormsby Meinung, head of the home economics department, died on August 29 from a cerebral hemorrhage while visiting her daughter in Flushing, Long Island, New York. She was buried in Winston Salem. Mrs. Meinung had long been an active member of both the North Carolina Home Economics Association and the North Carolina Dietetic Association and was a member of the executive boards of both.

North Dakota

North Dakota Home Economics Association. At the annual meeting in Fargo on August 27 Julia E. Brekke of the North Dakota Extension Service was elected president and Emily Reynolds of Fargo, secretary.

Helen Cawley, assistant state supervisor of home economics, led a panel discussion on the organization and plan of the Future Homemakers of America.

Miss Brekke, chairman of the extension service department of the American Home Economics Association, reported on the work of that department and on the Association's planning meeting in Evanston in June. Group discussions were held on housing, consumer interests, and family adjustments, with Grace DeLong, state home

demonstration leader, Mrs. Etna Van Horn, state 4-H club agent, and Christine Finlayson, state director of vocational home economics, serving respectively as chairmen.

Plans were made for a follow-up meeting to be held in connection with that of the North Dakota Education Association in Bismarck in October.

Ohio

Ohio Home Economics Association. Katherine Gerstenberger of the University of Cincinnati has succeeded Gladys K. Wardwell as adviser of Province VI. She is also state club adviser.

Miami University. Lucille Powers, formerly on the staff of the State Teachers College, Santa Barbara, California, has joined the Miami staff as instructor in foods.

Eva Montgomery is on leave to teach at Oregon State College.

Ohio State University. Dr. Gladys Branegan was welcomed as director of the School of Home Economics at a reception given in her honor by Dr. Howard L. Bevis, president of the University, and Mrs. Bevis.

Ohio University. Florence Justin has returned from India, where she served with the Red Cross, and has resumed her work in child development at the University.

Alice Stair from Purdue University has joined the home economics staff as instructor in the Nursery School.

University of Cincinnati. Because of the interest of the U. S. Children's Bureau in pediatric training, 15 nurses have been given state and federal scholarships to work in the Cincinnati Children's Hospital and to study the well child in the department of child care and training of the College of Home Economics.

Two Peruvian girls, Matilde Isenrich and Miriam DeLuchi Lomellini, are among the freshman students enrolled this semester and are doing much to promote the good-neighbor policy among students on the campus.

Eleanor R. Maclay is chairman of the Nutrition Council of the Public Health Federation of Hamilton County.

Western Reserve University. To meet the needs of an increased enrollment of undergraduate and graduate majors, two new staff members have been added to the nutrition division. Seven graduate students are enrolled in the public health and nutrition program this year.

Extension Service. Roberta E. Falkenstein, formerly home demonstration agent in Warren County, is now extension nutritionist for the Ohio Extension Service.

Lucille Pepoon is the new child development and family life specialist, succeeding Elizabeth Carmichael, now family life specialist for the Alabama Extension Service.

Oklahoma

Oklahoma Home Economics Association. A one-day conference was held on October 13 at the YWCA in Oklahoma City. The morning session was devoted to division meetings and the afternoon to the general session. Gladys Wyckoff, field secretary of the AHEA, spoke at the general session on "AHEA's Action Program" and Helen Burton, president, on "An Action Program for the State of Oklahoma."

Oklahoma A & M College. A one-day college Parent-Teacher Association institute was held at the College on October 11.

New staff members include *in the household arts department*, Leevera Pepin, formerly of Carnegie Junior College and Carnegie High School, and Mrs. Kathryn Moore Greenwood, formerly of Central High School, Tulsa; *in the home life department*, Margaret Witz, formerly supervisor of a housing project in a children's center in Wisconsin; Helen Williams, formerly of the University of Michigan and the Kaiser Child Service Center; Winifred Amacher, who recently completed a year of graduate study at Merrill-Palmer School; Martha Sharp, formerly of the Kaiser Child Service Center; and Marguerite Briggs, who taught last summer at State Teacher's College, Nacogdoches, Texas; and *in the household science department*, Mary Leidigh, formerly of the University of Oklahoma Hospital.

Clarice Chambers is on leave to serve as assistant supervisor of kindergartens in Hawaii.

Oklahoma College for Women. Mary Russell is now head of the department of home economics. Frances Thurston is a new staff member.

University of Oklahoma. Mary Ann Warren, who formerly taught in various teaching centers in Tennessee, is the new assistant in home economics education.

Lillian Knudson, formerly of Marygrove College, Detroit, is a new member of the textiles and clothing staff; and Mary Blazek, formerly of Mount Mercy College, Pittsburgh, is a new member of the food and nutrition staff.

A new, basic, two-semester home economics

course for freshmen and nonmajors is being offered. Various phases of homemaking will be discussed, and all members of the teaching staff will take part in offering this course.

A state leadership conference of the Future Homemakers of America and one for new vocational home economics teachers were held in August on the University campus. The State Department of Education conducted both.

Omicron Nu gave a tea on October 3 for all home economics students to acquaint them with the home economics organizations in which they may become members.

The County Nutrition Committee, of which Laura Miller is chairman, is continuing to supervise nutrition broadcasts over Station WNAD. Mary Blazek and Mrs. Connoly assist with them.

Susan Millier studied last summer at the University of Wisconsin.

Cafeteria Training Course. A training course for cafeteria managers in Oklahoma City Public Schools was held at Jefferson School from August 20 to 24 and one for cafeteria employees from August 27 to 31 at the various school cafeterias.

Pennsylvania

Pennsylvania State College. Mrs. Mary W. Streyffeler, a member of the College staff since 1941 and for the last two years head of the visual aid course of the department of education and psychology, died on July 19 in San Francisco following an emergency operation. She had been on a short leave of absence from the College. Funeral services were held in Lexington, Kentucky.

Rhode Island

Rhode Island Home Economics Association. "Home Economics Yesterday, Today, and Tomorrow" was the theme of the Association's meeting on October 26. Grace Whaley discussed "Home Economics of Yesterday"; and Nellie Buckey, supervisor of home economics in New York State, "The Future of Home Economics."

On October 25 Association members met with other organizations co-operating with the Rhode Island Institute of Instruction for an intercultural conference.

Rhode Island State College. Seventy-four freshmen and transfer students started work in home economics this fall. In addition, there are 16 freshmen in nursing education.

Mrs. Priscilla Hodge Dykstra and Mrs. Blanche Kuschke carried on last spring in co-operation with the Bureau of Human Nutrition and Home Economics a special project involving the testing of master schedules as to preferences of rural homemakers for postwar housing. This fall a second research project, a study of functional designs for installed household equipment, will be undertaken in co-operation with the Bureau.

Judith Cauman is on leave for graduate study at New York University.

Mrs. Elinor Whalen Maguire has been appointed instructor in home economics and assistant in home economics research.

Madeline Dill has been appointed assistant professor in nursing education. She is on a half-time appointment and is also teaching at Boston University. She will serve as counselor for nursing education students.

General extension courses are again being offered this fall. The following have been announced: Child Development and Guidance conducted by Amy R. Holway; Nutrition and Health, by Ruth Tucker; and Art Appreciation, by Jo Cain.

Dietitian for State Institutions. Dorothy Bailey has been appointed administrative dietitian for all state institutions.

Providence. Ruth Cowles attended summer school at Teachers College, Columbia University.

South Dakota

South Dakota State College. Edith M. Pierson, dean of the division of home economics since 1925 and a member of the staff since 1919, died of a heart attack on October 10 while addressing a meeting of the Sorosis Club. She was a former president of the South Dakota Home Economics Association.

Tennessee

Tennessee Home Economics Association. The middle section of the Association met in Nashville on October 19. Gertrude R. Drinker, FSA regional chief, Raleigh, North Carolina, spoke on "Examples of Good Living"; and Mrs. Pauline Park Wilson of the University of Alabama discussed "Helping Families Build for Lasting Values and Permanent Peace."

The east section held its meeting in Knoxville on October 26. Iris Davenport, associate editor of the *Southern Agriculturist*, spoke on "From Page to Shop"; and Keith Hinchcliff of the University of Illinois discussed "Tennessee Homes Today and Tomorrow."

The meeting of the west section was held on

November 16. Mrs. Pauline Park Wilson was guest speaker at the luncheon meeting.

State Nutrition Committee. The services of Sarah Abernathy, executive secretary of the Committee, have been continued through the co-operative efforts of the State Departments of Health, Welfare, Agriculture, and Education and the division of agricultural extension of the University of Tennessee.

State Department of Education. Home economics teachers and students are adjusting to shortages in clothing materials in various ways. Some groups are planning a clothing clinic so that old garments can be brought to school, studied, and plans made for successful remodeling. The work is being done at school in some cases, though some girls are doing it at home. Other groups are working on Red Cross and Russian War Relief garments for construction problems.

Home economics students and teachers co-operated with war activities during the past year with the following results: $187,590 worth of War Bonds and Stamps was sold and $91,653.41 worth purchased by the students and teachers; 89,853 pounds of waste paper, 43,801 pounds of scrap metal, and 10,958 pounds of waste fats were collected; 3,685 garments were made in co-operation with the Russian War Relief; 95,344 surgical dressings for the Red Cross were made; 388 garments were knitted; 13,645 other articles, including favors, cards, napkins, toys, scrapbooks, slippers, kits, tray covers, and utility bags, were made; and 288 Red Cross classes in Nutrition, 124 in Home Nursing, and 87 in First Aid were taught.

Dr. Mei-yun Li of China, accompanied by the state supervisor of home economics education, spent the week of October 15 in Nashville and Dickson County visiting vocational home economics programs. Dr. Li also visited Peabody College and Madison College.

Texas

North Texas State Teachers College. Mrs. Isle Mae Chapman, recently of the Texas Extension Service, is the new home management director.

Julia Menefee, formerly of Marshall College, is in charge of the off-campus student teaching centers and supervising the Demonstration School lunchroom program. All vocational home economics majors have a period of participation in the lunchroom as part of their practice teaching experience.

Jacqueline Gallagher of the University of Arizona has taken over the work of Mary Louise Johnson, now at the University of Washington.

The home economics freshman enrollment increased enough this fall to necessitate forming three additional sections. Sixteen incoming freshmen declared themselves food and nutrition majors; 12, clothing and textile majors; and the remainder, vocational homemaking majors.

Lt. Sue Lowe, '41, who has just returned from duty in British and French hospitals, talked to the food and nutrition majors on October 4.

Texas State College for Women. Objectives of the Workshop in Home Economics Education held at the College were (1) reconsideration of the philosophy of education and its meaning for home economics and interpretation of this philosophy into a program of work, and (2) planning more specifically the work for a particular group for a year, including ways by which the work could be evaluated.

Ivol Spafford served as workshop director, and other staff members included H. Gordon Hullfish of Ohio State University; Josephine Pazdral, state supervisor of homemaking education; and Mrs. Oneita Wilson Pierce, area supervisor of homemaking education.

The 29 attending included home economics teachers of Texas and neighboring states and visitors from Texas Technological College, North Texas State Teachers College, and the Extension Service.

University of Texas. Mildred Spicer has resigned and gone to England to be married to Fred Rose.

Ruth Leslie, who was on leave during 1944–45 to do research work in nutrition for the Brazilian government, was married to Captain William Barrett at Bonham, Texas.

Mrs. Sarah Brooks, on leave for the past two years, has returned to the staff.

New members of the home economics staff are Bess Caldwell, Katherine Young, Bertha Anna Herold, Mrs. Dorothy Stone, and Mrs. Mabel Pitts.

Doris Buchanan resigned from the University to become home economics editor with D. C. Heath and Company, Boston, on November 1.

Texas Council for Children. The Council's first postwar meeting was held in Austin on September 27 with Jeanie Pinkney, the president, presiding. The program centered around topics relating to legislation for children.

Organized to meet war emergency needs for children of this State, the Council has so grown and extended its interests and services that it now serves as a state-wide children's committee and studies conditions affecting the health, education, recreation, and welfare of children. A plan is now being developed to offer membership to those interested and to have all areas of the state represented by competent, well-informed, experienced people who are rendering the same effective service to children.

Utah

Utah Home Economics Association. Officers elected at the state meeting in Salt Lake City in October included: president, Rhea Hurst; vice-president, Ruby McMillan.

A revision of the state constitution, which will enable the Association to function more in harmony with the AHEA, was accepted.

The following women who have retired from the profession were guests of honor at the meeting: Mrs. Almeda Brown, dean of the School of Home Economics at Utah State Agricultural College; Margaret Corless, clothing teacher in the Ogden public schools; Lucy Fryer, clothing instructor at the University of Utah; and Mrs. Lydia H. Tanner, head of the home economics department at Weber Junior College.

Eight district meetings, the theme of which has been consumer education, have been held throughout the state.

Regional Nutritional Conference. State nutrition committee chairmen from California, Nevada, Utah, Montana, Idaho, Oregon, Washington, Arizona, and Wyoming attended the regional conference in Salt Lake City on June 8, 9, and 11, as did representatives of the Extension Service, Red Cross, Children's Bureau, and War Food Administration.

The national and regional food situations were reviewed, individual state food problems were discussed, and the place and function of the state nutrition committees and their responsibilities in this regard were brought out.

State Department of Education. Regional meetings have been held in all parts of Utah under the leadership of C. Aileen Ericksen, state director of homemaking education. Miss Ericksen served as consultant for the Home Economics Education Workshop at Utah State Agricultural College.

In November Dr. Paul Popenoe, director of the American Institute of Family Relations, conducted three family life institutes at St. George, Ephraim, and Tooele to consider postwar problems of families. They were the first three of a series of seven that are to be held there during the year.

These institutes are planned co-operatively by the home economics division of the State Department of Education with local superintendents, school boards, and junior college presidents. Sessions are held with high school and junior college students as well as men's groups and the general public. Plans for each institute are developed locally with the help of a community steering committee.

Utah State Agricultural College. Dr. Ethelwyn O. Greaves, formerly of the University of Utah, is the new dean of home economics.

Mrs. Katherine Ebert Morrell has been granted a year's leave for work toward the master's degree at the University of Chicago.

Una Vermillion and Bertha Johnson have returned from their sabbatical leave.

Priscilla Rowland, a former high school teacher of Logan City, is a new member of the home economics staff.

University of Utah. Dr. Henrietta Burton, formerly of the U. S. Indian Service, has taken over her duties as head of the home economics department. Mrs. Alma Toevs Walker, formerly of Idaho, is a new member of the textiles staff.

The Home Economics College Club was hostess to the second workshop held in Province 14 under the leadership of Mildred Bowers, local club adviser.

Extension Service. Fourteen home demonstration agents have been added to the staff which provides for agents in 25 counties of the state.

Margaret Meek is agent in Morgan and Rich Counties; Mrs. Velyn B. Stevens is in Tooele; and Mrs. Bernice S. Linford is in Iron County.

Mrs. Effie Barrows has published three new bulletins on basic facts in housing, rugmaking, and making use of improvised furniture.

Virginia

Virginia Home Economics Association. The "Convention by Mail," held in lieu of the annual meeting, reached 1400 home economists in the state, both members and nonmembers. It carried messages from the national and state presidents and articles by specialists in the fields of health, housing, and consumer education.

The Mount Vernon Homemakers Section of the Association is emphasizing housing in its fall

program. At the October meeting, Harold Sandbank of the technical division of the National Housing Agency spoke on "The House of the Future."

The Section has been asked to co-operate in promoting the Arlington County extension program by recommending two members to serve on the County extension executive committee. Two members will serve as reserve leaders in carrying out the clothing program.

Nutrition Institute. A nutrition institute was held in Charlottesville on September 14 and 15 under the sponsorship of the State Health Department, the State Nutrition Committee, and the U. S. Public Health Service.

At the opening general meeting Dr. Ruth Flynn Harrell, research associate in educational psychology at Columbia University and consultant in neurosurgery at Johns Hopkins University, discussed the experiment she conducted at the Presbyterian Orphanage in Lynchburg to show the effect of thiamine on the learning capacity of children.

Dr. Walter Wilkins of the U. S. Public Health Service outlined the program of the Service and the work done by this staff in Albemarle County and in Charlottesville as well as plans for work throughout the United States.

At the nutrition clinic on Saturday morning, Dr. Wilkins and his staff presented cases of anemia, rickets, malnutrition, celiac disease, conjunctivitis, folliculosis, goiter, and other conditions indicating nutrition deficiencies. French Boyd, chief nutritionist of the Service, gave a report compiled from the diet records of 1,091 school children in Albemarle County. This information was charted and presented to those attending the institute.

State Board of Education. Three supervisors have been added to the state home economics supervisory staff: Mrs. Emily Rickman of Critz, who will serve as field supervisor in counties in the southwestern part of the state; Rowena Briel of Richmond, who will supervise counties in the east-central section; and Mrs. Mary Banks of Bowling Green, who will assist with the supervision of homemaking education in the Negro high schools.

Madison College. Mrs. Bonnie Goodman has joined the home economics staff as teacher of clothing. She succeeds Ambrosia Noetzel, now at Fenn College, Cleveland, Ohio.

Catherine Bauserman has returned as supervisor of student teaching at Harrisonburg High School.

Mary Washington College. Mrs. Mattie Lou Sholes, formerly of the Virginia Agricultural Experiment Station, has joined the home economics staff to be in charge of food courses. She succeeds Jane Scranton, now assistant professor of clothing at the University of Vermont.

Extension Service. "Consumer Problems Ahead" was the subject of a workshop held for the state staff in September under the leadership of Mary Rokahr of the U. S. Extension Service.

"What's New in Housing and Housing Equipment?" was the theme of the meeting of the State Federation of Home Demonstration Clubs from October 16 to 19.

Lucy Blake has been appointed district home demonstration agent-at-large, replacing Ruth Hunter, now home demonstration agent with headquarters in Richmond.

Farm Security Administration. New FSA personnel include Eva Foster at Richmond, Anna Miller at Surry, and Gladys Nester at Tazewell.

See Rice of the Wheat Flour Institute gave 17 bread demonstrations to home supervisors and FSA families during October and November.

Home Economists in Business. Mrs. Selma Andrews has resigned as home service director of the Appalachian Electric Power Company to join the Crosley Corporation staff in Cincinnati, Ohio.

Frances Moore, former executive secretary of the State Nutrition Committee, is now supervisor of cafeterias in the Norfolk County Schools.

Mrs. Sally Ann Ellison has resigned as nutrition consultant for the State Health Department to become a homemaker.

Lila Williamson, formerly with the *Southern Planter*, is now on the staff of the *Farm Journal* in Philadelphia.

Evelyn Langsdon has resigned as dietitian at Westhampton College to join the staff of Frigidaire, Inc., in Dayton, Ohio.

Washington

Washington Home Economics Association. An executive committee meeting of the western section of the Association was held on October 12 at the Meany Hotel in Seattle, with Mrs. Margaret Hannay, state chairman, presiding. The meeting was planned to coincide with the vocational conference held at the University of Washington on October 12 and 13.

Likewise, Eleanore Davis, chairman of the eastern section, called her executive committee meeting to coincide with the vocational conference at Pullman on October 19 and 20.

Seattle Home Economists in Business. Pro-

grams of the Seattle HEIB's this year will feature "Postwar Business and Home Economics" . . . divided into these six fields: (1) advertising and public relations, (2) textiles and home decorating, (3) journalism and radio, (4) restaurants and tearooms, (5) equipment, (6) food promotion and research.

The October meeting honored company executives. More than 100 home economists and business executives attended.

Central Washington College of Education. Amanda Hebeler, director of teacher training, and Helen Michaelson, head of the home economics department, were co-directors of the nutrition workshop for elementary teachers held at the College last summer. A report of this workshop, "Nutrition in the Elementary Schools," is now available from the College for 50 cents.

Program participants included representatives of the Washington Home Economics Association, State Department of Public Health, University of Washington, Seattle public schools, Kittitas County Health Department, State Nutrition Committee, American Red Cross, elementary teachers from various parts of the state, and members of the summer school teaching staff at Ellensburg.

Second- and fourth-grade pupils were used for demonstrations.

Washington State College. New staff members include Margaret Doughty, head of the household equipment and home management classes; Hermina Neumann, instructor in foods and nutrition; Ruth Smith, head of the home furnishings department; Dr. Lillian S. Bentley, instructor in foods and nutrition; Nelma Saylor, assistant professor of institution economics; and Selma Streit, head dietitian and associate professor.

University of Washington. A second institute for school lunchroom cooks was held at the University from August 27 to 30, with 140 cooks from the western part of Washington attending. Jennie I. Rowntree was the supervisor.

New faculty members this year include Theodora Corey, clothing, and Mary Louise Johnson, nutrition.

State Board for Vocational Education. Two vocational conferences for home economics teachers were conducted in October by Mrs. Nell Kantner, state supervisor of home economics education. Western Washington teachers met at the University of Washington on October 12 and 13, and eastern Washington teachers at Washington State College on October 19 and 20.

A traveling exhibit of teaching aids for child care and development, prepared by the State Board of Education, is now in use by home economics teachers throughout the state. Funds for the exhibit were donated by the Sears-Roebuck Foundation. The traveling collection includes illustrative material on (1) children's clothes, (2) children's toys, (3) preschool age books, (4) photographs showing good teaching procedures and equipment, (5) films and slides, and (6) books for teacher reference not generally supplied by school districts. Teachers and students co-operated in building this exhibit.

Spokane City Schools. New director of home economics in the Spokane public schools is Lucy McCormack, formerly of Alabama State College for Women and the University of Kansas. She replaces Mrs. Gwendolyn Wagner, now associate supervisor of home economics for the California Board of Vocational Education.

The school board recently authorized expansion of the school lunch program in Spokane elementary schools; and Ruth Ades, cafeteria supervisor, plans to open at least eight additional lunchrooms in schools where hot lunches have not been available previously.

Wisconsin

Milwaukee-Downer College. Susan F. West participated in a ten-day Institute on International Relations at Mills College in June and was present at the plenary session of the San Francisco Conference when the vote was taken on the United Nations charter.

Louise Sobye taught during the summer in the Workshop for Elementary School Teachers held at the Hartford Avenue School, Milwaukee, under the auspices of the University of Wisconsin and the Milwaukee State Teachers College.

Dorothy Anderson taught Nutrition at the State College for Women, Denton, Texas, last summer.

Edna Anderson taught Clothing and History of Costume at the University of Iowa last summer.

Lt. Harriet Jones, who was chief dietitian in a 2,000-bed hospital in England for 18 months, has returned to this country and plans to study for her master's degree at Columbia University.

Lt. Gertrude Werner, who has been a dietitian in France, has returned to the United States.

The Stout Institute. New staff members are Sigrid Rasmussen, art, and Mrs. Frank Brube, assistant in the Nursery School.

Mildred Moore studied last summer at Ohio

State University, and Mrs. Phyllis Schwebke studied at Colorado State College.

University of Wisconsin. Money was appropriated by the 1945 legislature for a new addition to the Home Economics Building. The new wing will house new laboratories, and the present building will be remodeled.

Dr. Margaret Cooper, recently of Texas State College for Women, is teaching Textile Chemistry and directing research studies in that field.

Susan Maxfield, formerly of Syracuse University, joined the Nursery School staff this fall.

Ferne Bowman has been appointed research assistant in Experimental Foods, and Lena Ferrara, research assistant in Nutrition.

Margaret Puffer of the University of Tennessee has a General Education Board scholarship for advanced work in Nutrition and Biochemistry.

Virginia Harms, '36, has resigned from the staff of the *Milwaukee Journal* to teach in the American Junior College in Beirut, Lebanon.

Circuit Program in Family Life Education. Mrs. Elsa B. Bate is serving on a state-wide basis as circuit instructor in Family Life Education. She has conducted adult classes this fall in Waukesha, Watertown, Beloit, West Allis, and Stoughton.

State Board of Vocational and Adult Education. The Board sponsored district conferences on October 1 in Milwaukee and on October 4 in Eau Claire to help local supervisors and/or co-ordinators who have been delegated in each of the city schools of vocational and adult education to do the local teacher training for adult homemaking teachers in day and evening classes.

Extension Service. Mrs. Grace R. Duffee participated in an adult education conference in Newfoundland during August.

Josephine Pollock is on six months' leave to serve as adviser in the division of field studies and training in the U. S. Extension Service office in Washington, D. C.

Mildred Dorr succeeded Mrs. Elsa Bate as extension specialist in child development and family relationships on September 15.

Elizabeth Birong has returned as extension specialist in clothing.

Gertrude Hoffman resigned as county home agent in Dane County on September 15 to study this semester at the University of Wisconsin before becoming extension home furnishings specialist.

Lois Olson became home agent in Taylor County on June 1, succeeding Ethel Saxton, now assistant state leader in the Nebraska Extension Service.

Erna Kirchhoff succeeded Mamie Tillema in Ozaukee County on July 16.

Dorothy Dunn resigned as home agent in Green Lake County on September 1 to study on a graduate fellowship offered by the U. S. Public Health Service.

Jane Davies succeeded Marion Hiekel Morgan in Manitowoc County on June 1.

Arlene Hoeth became agent in Baldwin, St. Croix County, in June.

Ruth Pady is now home agent in Polk County.

Alice Davis, former emergency war food assistant in Lafayette County, succeeded Gertrude Hoffman as home agent in Dane County.

The Walworth County Board passed a resolution at its September meeting authorizing employment of a county home agent on January 1.

Farm Security Administration. Four new associate county supervisors have been appointed to the home management staff: Doris Flick, La Crosse; Marguerite Sutherland, Ellsworth; Annette Albright, Medford; and Elizabeth McFetridge, Ashland.

Captain Marguerite Groh, former associate county supervisor at Sparta, was married on August 21 in Atlantic City, New Jersey, to Lt. Dale Miller.

Wyoming

University of Wyoming. Jane Beemis, formerly of Northern Michigan State College, has succeeded B. Lillian Nelson as teacher trainer in home economics.

Extension Service. Mrs. Ellen Lindstrom Bramblett has resigned as home management specialist as her husband has received his discharge from the Navy.

Four new home demonstration agents have been added in Wyoming since the Flannigan-Bankhead funds became available, bringing the total in the state to 14.

Study of Health Facilities. The state and county nutrition and health committees are sponsoring a study of health facilities in Wyoming. Mrs. Marguerite Ingram of the Farm Foundation and Mrs. Evangeline Smith met with the county committees in October to make plans for collecting data in the early winter months and for follow-up meetings for interpreting it to the community. Assistance has been given by the U. S. Public Health Service and the State Health Department in correlating this study with the state hospital survey.

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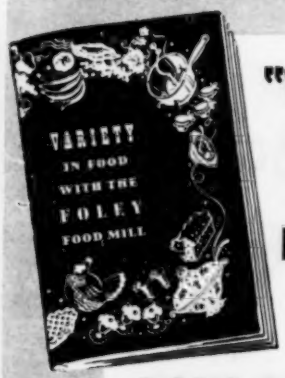

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- ½ tsp. cloves
- ½ tsp. nutmeg
- ½ tsp. ginger
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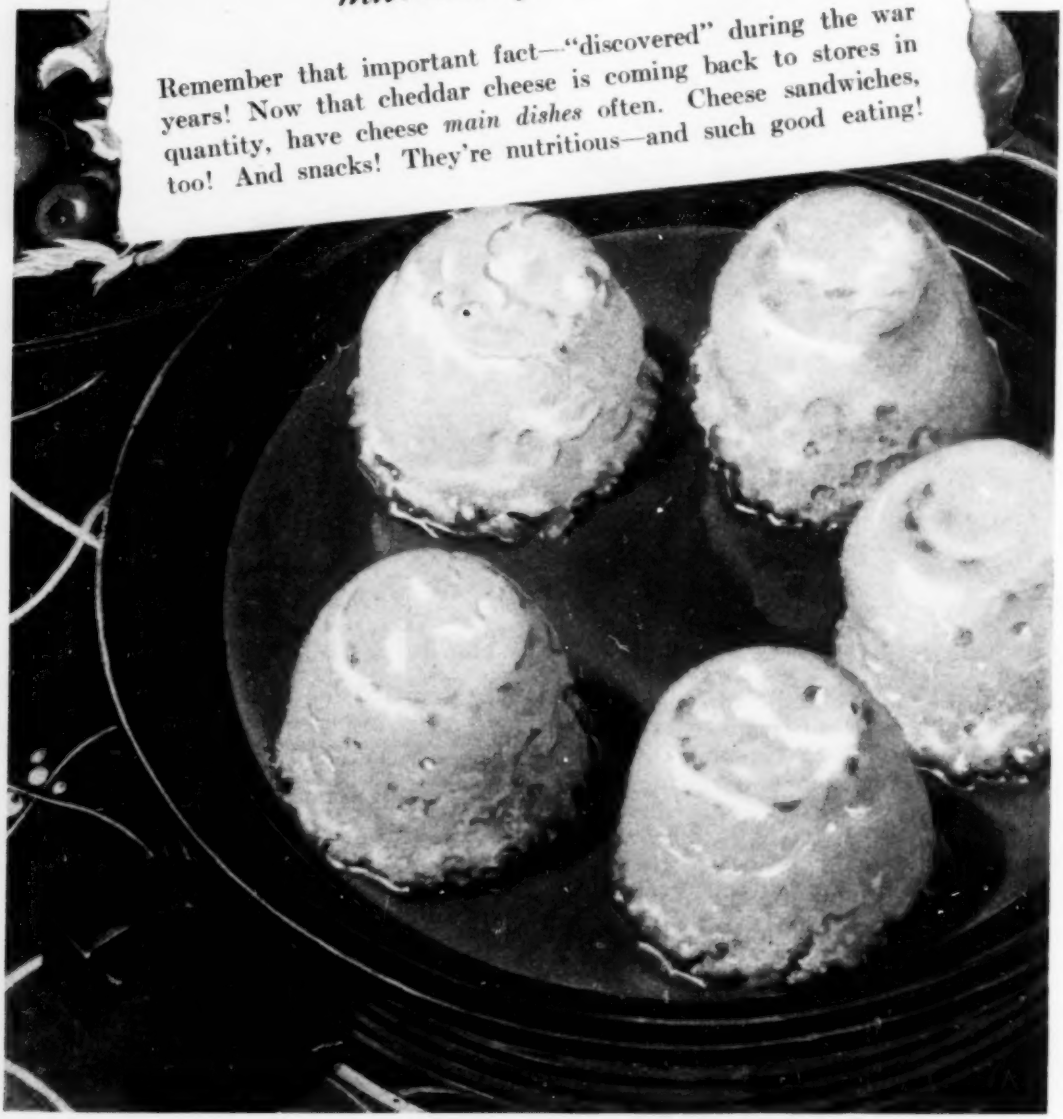

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Pages like this are giving a message that is important to the nation

During the war years, when this country's resources for high-quality protein foods were strained to the utmost, many people realized for the first time the true importance of *cheese* as a basic food.

Appreciation of the excellent protein and other important food elements in cheese was actually a "wartime discovery" to many women. Now that cheese is again becoming available in quantity, that "discovery" should be put to use. That is why Kraft is publishing in national magazines full-color pages, similar to the black-and-white one at the left.

You, of course, as a home economist, fully appreciate the various benefits that can result in the American dietary from a wider and more frequent use of cheese. For instance, before the war, food authorities agreed that the food-mineral, calcium, was the element most likely to be deficient in the ordinary American's diet. Cheese is the most highly concentrated food source of calcium!

Surely all students of home economics should be fully informed on the value of cheese as a basic food that helps supply complete, high-quality protein as well as other extremely important nutrients from milk. America produces *more* fine cheese than any other country in the world, and the widespread use of this nutritious food can make a real contribution to the health of the nation.

KRAFT FOODS COMPANY

A Division of National Dairy Products Corporation

They cook perfectly—these famous Kraft cheddar varieties! For rich yet mild cheddar flavor choose Velveeta, the cheese food of dependable Kraft quality. For medium-mellow flavor—Kraft American. If you prefer the sharp flavor of long-aged cheddar, watch for Old English. The Kraft name on the package assures you of wonderful flavor and perfect cookability every single time!

COURTESY OF GREENVILLE (OHIO) PUBLIC SCHOOLS

Mrs. America says:

"I Want Electric Cooking!"

That's why you'll need Modern Electric Ranges in your Laboratory Kitchen!

Yes, American housewives *do* want . . . and will get . . . Modern Electric Ranges. Survey after survey made among women by leading magazines reveals one unmistakable trend . . . the swing to electric cooking.

- WOMAN'S HOME COMPANION survey shows that *more* women plan to buy an Electric Range *than any other type.*
- McCALL'S MAGAZINE readers made the Electric Range their 2-to-1 "must have" choice in a recent contest.
- HOUSEHOLD MAGAZINE survey indicates that 3 times as many women want Electric Ranges as now have them.
- SUCCESSFUL FARMING survey shows that nearly twice as many REA consumers will own an Electric Range *after first two postwar years* as now have one.
- COUNTRY GENTLEMAN survey shows that among the upper two-thirds of white farmers, the Electric Range is the 2-to-1 choice!

These surveys . . . and other similar ones . . . offer conclusive evidence of the swing to the SPEED, (as fast as fire but without the flame), CONVENIENCE, CLEANLINESS and ECONOMY of Modern Electric Cooking.

So . . . be prepared to meet the fast-growing demand for modern electric cooking instruction. Equip your Laboratory Kitchen with Modern Electric Ranges.

NEW Electric Cooking Course

New and authoritative course, prepared by highly-qualified home economists, consists of a 68-PAGE TEXTBOOK, *profusely illustrated*—ILLUSTRATED SUMMARIES *of each chapter, easily mimeographed for pupils' use*—BIG WALL CHART. *It's yours* FREE *for the asking.*

NATIONAL ELECTRICAL MANUFACTURERS ASSOCIATION . . .

A-B STOVES • ADMIRAL • ELECTROMASTER • ESTATE HEATROLA • FRIGIDAIRE • GENERAL ELECTRIC • GIBSON • HOTPOINT • KELVINATOR • MONARCH • NORGE • QUALITY • UNIVERSAL • WESTINGHOUSE

Electric Range Section, Dept. J-125, 155 E. 44th St., New York 17, N. Y.

(In writing to advertisers, please mention the journal—it helps.)

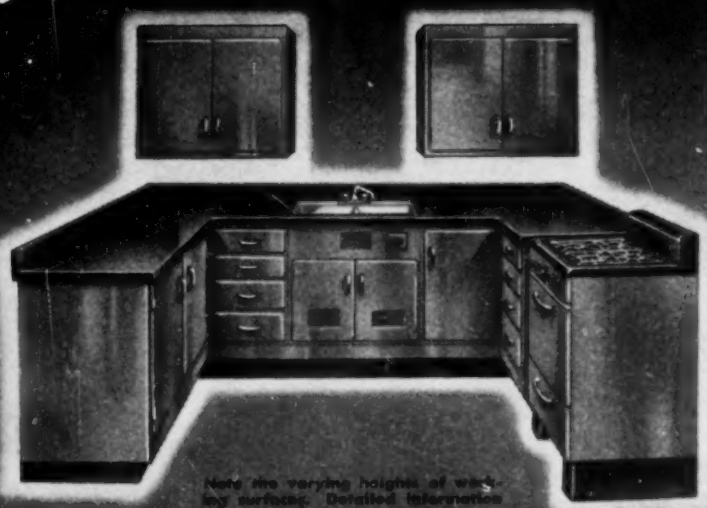
More Dole Pineapple is returning to civilian life

When DOLE PINEAPPLE returns to civilian life
Here's a promise that will be kept – as Dole Pineapple products come back home to take their familiar places on your grocer's shelves, you will find that they "haven't changed a bit." Each one will be as tempting as ever . . . as delicious as ever . . . as satisfying as ever . . . as plentiful as ever . . . and always Hawaii's finest!
DOLE HAWAIIAN PINEAPPLE TIDBITS
DOLE HAWAIIAN CRUSHED PINEAPPLE
DOLE PINEAPPLE JUICE
DOLE HAWAIIAN SLICED PINEAPPLE
DOLE HAWAIIAN PINEAPPLE CHUNKS

JUST after the Dole advertisement illustrated here went to press for appearance in full color in December and January issues of widely read national magazines, we received some good news from Washington which we want to pass on to you.

Due to reduced requirements by the Government, there will be *more* Dole Pineapple and Dole Pineapple Juice from the 1945 pack available to civilians than we had first expected. This means that the days are not far off when home-makers everywhere will be able to include the tempting goodness of Dole Pineapple Products in their breakfast, luncheon, party and dinner menus, as they did in the days before the war.

Sheldon



Note the varying heights of working surfaces. Detailed information is yours for the asking. Write.

LABORATORY AND VOCATIONAL Equipment

E. H. SHELDON & COMPANY
MUSKEGON, MICHIGAN

MAKE YOUR MEAT-COOKING LESSON EXCITING!

SEND FOR KITCHEN BOUQUET TEACHER LESSON PLAN AND NEW RECIPE BOOKLET!

For ease and simplicity in preparing your next meat-cooking lesson . . . the makers of Kitchen Bouquet have prepared a practical Teacher Lesson Plan. It helps explain to your pupils how to use low meat-cooking temperatures for roasting, broiling, braising, pan sautéing . . . and yet have rich, brown color.

This Teacher Lesson Plan is offered to you *absolutely free.* No cost—no obligation. We will also include new improved Kitchen Bouquet recipe booklets *for each student in your class.* All this . . . together with a set of 9 quantity recipe cards and generous 4-oz. bottle of Kitchen Bouquet.

Supplies, of course, are limited. Send today!

For Teacher only:

1. Teacher Lesson Plan.
2. Quantity Recipe Cards.
3. Generous 4-oz. size bottle of Kitchen Bouquet.

For Student use:

New, improved Kitchen Bouquet Recipe Booklet.

I would like to have..... Recipe Booklets.
Kitchen Bouquet, Grocery Store Products Sales Company, Inc., Department "JO," 480 Lexington Avenue, New York 17, N.Y.

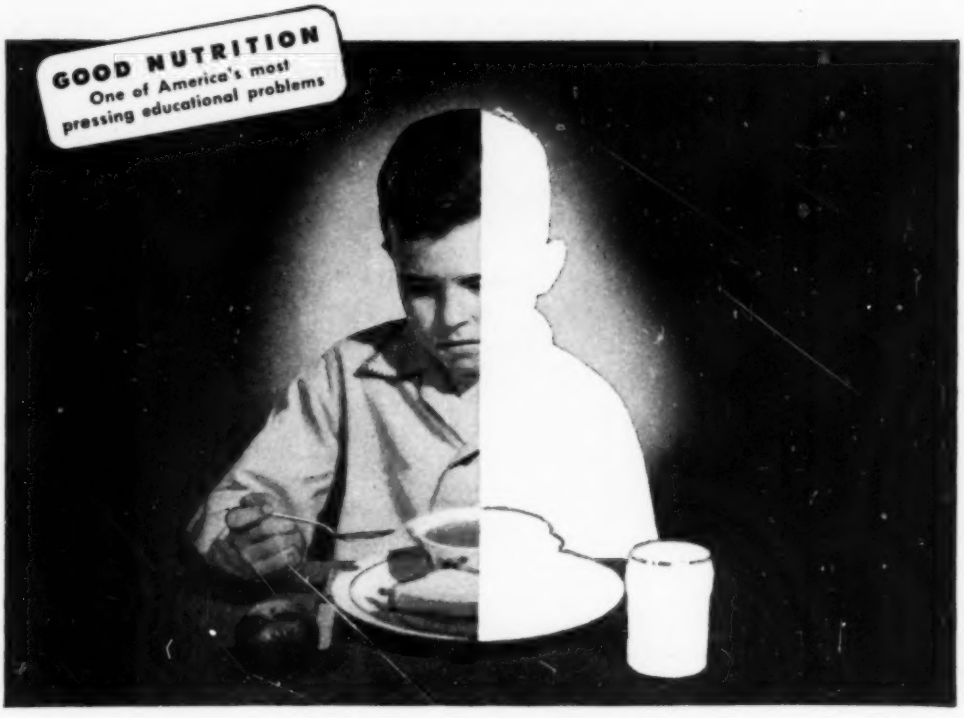
Name.....

School Address.....

City.....State.....

KITCHEN BOUQUET

Jewell Public Library



THE "HALF-THERE" LUNCH

Survey of noon meals reveals that children need "full exposure" to importance of sound eating habits.

Eating lunch on the fly . . . stuffing themselves on the wrong foods . . . skipping lunch entirely—careless eating habits such as these are what make the well-balanced lunch a comparative rarity among school children.

Of 4,165 lunches downed by high and grade school pupils in 9 typical communities, a startlingly high proportion were well below par nutritionally, according to a recent study.

Of the high school students' lunches,

82.8% ranged from poor to fair
17.2% were considered adequate.

Of the grade school pupils' lunches,

67.8% ranged from poor to fair
32.2% were considered adequate.

While the study was limited to a week-long test in a Midwest area, it is safe to assume that the situation has many a counterpart elsewhere.

General Mills is preparing helpful materials to aid in teaching the essentials of good nutrition. These materials, based on the latest authoritative information and perfected with the help of a committee of educators, will soon be available.

A booklet, "Aids to a Health and Nutrition Program for School and Community," describes in detail the teaching tools General Mills is preparing. A copy will be sent free on request.

General Mills, Inc.

Minneapolis, Minnesota

Enriched Flours • Restored Cereals • Vitamin Products

© 1945—GENERAL MILLS, INC.

EVERY DAY'S DIET SHOULD INCLUDE THESE FOODS

GREEN AND YELLOW VEGETABLES . . . some raw, some cooked, frozen or canned. At least one serving a day.

ORANGES, TOMATOES, GRAPEFRUIT . . . or raw cabbage or salad greens. At least one serving a day.

POTATOES AND OTHER VEGETABLE AND FRUITS . . . raw, dried, cooked, frozen or canned. Two or more servings a day.

MILK AND MILK PRODUCTS . . . fluid, evaporated or dried milk. One quart (or its equivalent) a day for children and expectant or nursing mothers; one pint a day for all others.

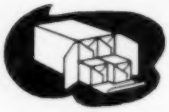
MEAT, POULTRY, FISH OR EGGS . . . or dried beans, peas, nuts or peanut butter. One serving of meat, poultry or fish a day, occasionally peas or beans instead. Three or four eggs each week.

BREAD, FLOUR, CEREALS . . . natural whole-grain or enriched or restored. Three or more servings a day.

BUTTER AND FORTIFIED MARGARINE . . . use for spreads and for seasoning as you like and as supplies permit.

In addition, all growing children and all expectant or nursing mothers should be provided with 400 units a day of Vitamin D in the form of Vitamin D milk (fresh or evaporated), fish liver oil or Vitamin D concentrate

How Good is Butter?



Experts say butter is only as good as its package. And to the average homemaker this is especially true because butter she buys in retail stores may be ten to thirty days old and often has been stored for considerably longer periods.

When butter leaves the creamery it is good—fresh and sweet in flavor and aroma; light, even yellow in color; with a fine, smooth body and texture. This is the wholesome goodness, free from off-flavors, the homemaker wants for her family's enjoyment. But this creamery quality may be lost before it reaches the dinner table unless the butter has been properly packaged.

To most homemakers good butter and paraffined cartons are inseparable. A paraffined carton protects butter's delicate flavor from outside odors which may be absorbed in transit, the store, or the home refrigerator. It helps prevent quality deterioration from exposure to light, unsanitary conditions, or crushing in handling.

The paraffined carton assures uniformly good flavor and quality to the homemaker. It is the identification and guarantee of the manufacturer or distributor, by which the homemaker chooses the brand of butter she likes.

Why the Best Butter is Packaged in Paraffined Cartons—

1. Preserves quality and flavor.
2. Keeps out undesirable odors.
3. Protects perishable body and texture.
4. Gives better sanitary protection and prevents crushing.
5. Reduces moisture loss.
6. Convenience in handling.
7. Guards against rancidity.
8. Provides brand identification and assurance of quality.

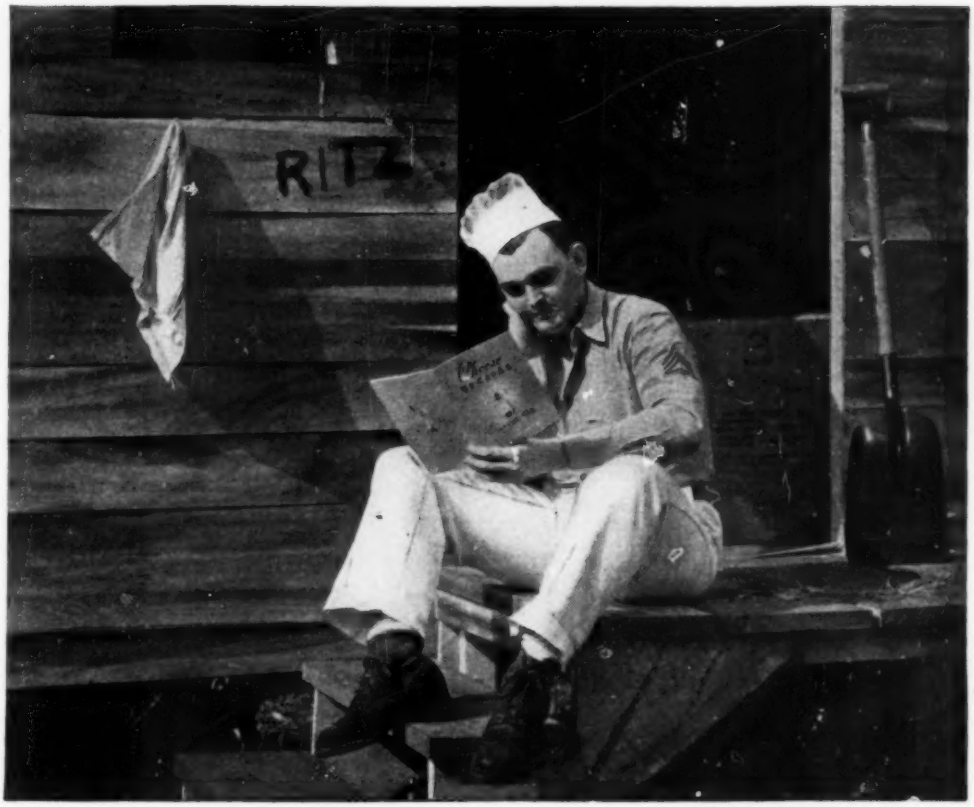
Paraffined Cartons are also used in packaging Ice Cream, Margarine, Lard, Shortening, and Frozen Foods

PARAFFINED CARTON RESEARCH COUNCIL

111 West Washington Street · Chicago 2, Illinois

THE BEST BUTTER IS PACKAGED IN *Paraffined* CARTONS

(In writing to advertisers, please mention the journal—it helps.)



KEEP ON BUYING VICTORY BONDS

It all comes under the head of research!

Mike, the mess sergeant, is studying a breezy little booklet entitled "Cheese Recipes for Service Men." They're not ordinary recipes. They're definitely designed for serving hungry men. Mike will get some new ideas. And his men will probably get some tasty new dishes.

That booklet* is a small sample of the broad service rendered by two National Dairy Kitchens—the Sealtest Kitchen in New York and the Kraft Kitchen in Chicago. Both are staffed with expert dietitians and home economists. Both arrange food demonstrations for clubs, schools, colleges and other organizations. Both prepare and publish colorful, informative booklets and recipe material.

Over 10 million pieces of this material were distributed last year, much of it on direct request. The recipes are practical, economical, timely. They are carefully tested for nutritional value. They offer menus for small children and big U.S.O. parties and everything in between—right around the clock and the calendar.

*Supplied by thousands to service cooks' and bakers' schools.

This is not test tube research. But it is in the same spirit. And it is as truly a contribution to public welfare as the scientist in our Laboratories who develops a new pharmaceutical or fiber or plastic—a better butter, cheese, ice cream or new baby food—from "nature's most nearly perfect food"—*milk.*

Dedicated to the wider use and better understanding of dairy products as human food—as a base for the development of new products and materials—as a source of health and enduring progress on the farms and in the towns and cities of America.

Kraft · Sealtest · Borden

NATIONAL DAIRY
PRODUCTS CORPORATION
AND AFFILIATED COMPANIES

The present buildings which, it is planned, will form the nucleus of the new Celanese Research Center at Summit, N. J.

RESEARCH MAKES A BUSINESS GROW

RECENT ANNOUNCEMENT by Celanese Corporation of America of plans for a centralized research center at Summit, New Jersey, is the latest development in an expanding program of research that has been consistently carried on since the company started. When buildings and facilities are completed, several hundred chemists, physicists and technicians now at work in various Celanese laboratories will transfer their work to Summit.

Celanese Corporation, first and foremost, is a demonstration of practical research. Its products, its growth, its service to the public have stemmed in large part from the genius of those who direct its daily research. Precision is the objective. At Celanese the opportunity is always welcomed to create a specific material—entirely new if required—with definite properties to meet definite needs, rather than adjusting needs to the limitations of an existing material.

This point of view has helped to carry Celanese Yarns and Fabrics to constantly higher levels of utility, value and beauty. It has increased the usefulness of Celanese Plastics to industry after industry. It has created new products, new methods, new ideas that have stimulated the growth both of Celanese and many other enterprises.

Management, Production and Research are a team that works closely together at Celanese—as the results show. Celanese Corporation of America, 180 Madison Avenue, New York 16, N. Y.

*"GREAT MOMENTS IN MUSIC"**
PRESENTED BY CELANESE
... EVERY WEDNESDAY EVENING
COLUMBIA NETWORK
COAST TO COAST

Celanese*

TEXTILES
PLASTICS
CHEMICALS

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CELANESE CORPORATION OF AMERICA · 180 MADISON AVENUE · NEW YORK 16, N. Y.

(In writing to advertisers, please mention the journal—it helps.)

UNIQUE NUTRITION MATERIAL FREE

COMPLETELY ILLUSTRATED IN FULL COLOR

Here is interesting, helpful material for your classroom study of cereal grains. Included in a convenient teaching kit are (1) 23 x 35″ chart giving cross-section diagram of wheat kernel; (2) 25 x 38″ chart showing how everyday foods can make most diets adequate; (3) eight-page pamphlet available in quantities for students. The pamphlet contains the following: history of cereal grains; manufacturing process shown with animated cartoons; charts emphasizing importance of better breakfasts; six every-meal cereal recipes; food nutrients chart; and reproductions of wall charts.

You appreciate, more than anyone else, what a great opportunity you have in helping to improve American dietary habits. You, know, too, that you can give more of yourself to this vital assignment when you feel your best. May we suggest that you eat Ralston cereals regularly? Hot Ralston is whole wheat with 2½ times as much natural wheat germ as whole wheat itself. For this reason, it can honestly be said that *hot Ralston protects from inside!* The extra wheat germ also gives hot Ralston a rich heart-of-wheat flavor. Won't you try it . . . soon?

USE COUPON BELOW FOR FREE MATERIAL

RALSTON PURINA COMPANY
CHECKERBOARD SQUARE, ST. LOUIS, MISSOURI

TWO KINDS OF HOT RALSTON

RALSTON PURINA COMPANY, Nutrition Dept.
13D Checkerboard Square, St. Louis 2, Mo.

Please send, no cost or obligation, Teaching Kit on Cereal Grains, No. C358.

*Name*_____

*Title or Position*_____

*School or Organization*_____

*Address*_____

*City*_____ *Zone*_____ *State*_____

(Offer limited to residents of continental United States)

This Seal of Quality **IDENTIFIES MERCHANDISE THAT IS BACKED BY A** *Continuous Program of Quality Testing*

When we Certify a product for quality and serviceability, and award it the Seal of Quality, that doesn't end our program of consumer protection . . . it is merely the start! From that point on the Certified product will be Tested continuously and regularly.

Members of our Consumer Panel buy Certified products over the counter in retail stores everywhere. These purchases are then shipped to our laboratories for check-testing to make sure that the original quality and serviceability standards are being maintained.

Thus, when the consumer buys a Certified product identified with the Seal of Quality, she enjoys the protection of continuous check-testing, regular policing, vigilant quality insurance.

Write for printed matter on our Certified Merchandise Plan suitable for classroom study.

UNITED STATES TESTING COMPANY, Inc.

ESTABLISHED 1880

HOBOKEN, NEW JERSEY

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